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AUTHOR Zhao, Peisheng; And Others
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ABSTRACT

New York State's New Ventures program, a comprehensive 21- to 24-week career exploration and job skills training program to help low-income women prepare for economic self-sufficiency through employment in higher-paying nontraditional occupations, was evaluated through a 5-year formative outcomes-based evaluation process. Program data (including data from multiyear program cycles) and data collected from program staff and participants were used for ongoing evaluation and revision of the program model. Although more than 88% of New Ventures program entrants had no employment history and/or were unemployed and 49% received public assistance, the programs had an average completion rate of 81%. Thirteen New Ventures program features were validated as essential, including program identity, involvement of employers/advisory groups, and customized classes/integrated curriculum. Of New Ventures program completers, 60% were employed (most within 3 months), 78% were employed in nontraditional occupations, 69% were employed in jobs directly related to program training skill areas, and 60% of those employed reported earning more than $10 per hour. (Appendixes constituting nearly 80% of this document contain the following: New Ventures program data summary; New Ventures outline and planning guide; New Ventures research/assessment plan; evaluation forms; case study; and tip sheet/list of major program success criteria.) (MN)

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ED 404 467

New York State New Ventures Program Model Comprehensive Evaluation Report

1991 - 1996

Two-Year College Development Center
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New York State New Ventures Program Model Comprehensive Evaluation Report

1991 - 1996

Prepared By

Dr. Peisheng Zhao
Drs. V/L. Fadale

Fall, 1996

Two-Year College Development Center
University at Albany
(VATEA: 8010-97-0301 and 8020-97-0200)

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Synopsis of Findings

New Ventures is a career exploration and skills training program that is designed to increase the participation of women in technical and trade careers. Individuals served by this program can best be characterized as hard-to-serve or at-risk. The *New Ventures* program offers a workable strategy for these women to successfully pursue nontraditional jobs/careers as evidenced by the evaluation findings and outcomes:

- *New Ventures* Programs showed excellent holding power as evidenced by completion rates (range: 69%-100% average: 81%).

- Thirteen program features were validated as essential. These include program identity, involvement of employers/advisory groups, customized classes/integrated curriculum, among others.

- The demographic profile of participants showed: more than 88% of entrants had no employment history and/or were unemployed, and 49% received public assistance. Almost 70% were 30+ years of age, 44% of minority heritage, 35% widowed/ divorced/separated, and 45% single.

- Women who successfully assumed responsibilities for functioning within their environments and pursued nontraditional careers exhibited characteristics of: determination, flexibility, skillful task completer, positiveness, challenged, pride, decision-maker, supportive, supported, preference of job to security of welfare.

- Participants with work history held more realistic goals and expectations (salary, promotion, etc.). Risk factors (such as family history, work/life experiences) were legitimate success indicators as are psycho-social skills and maturity although the latter were more difficult to measure with validity. Success tended to follow some work history.

- The success profile of completers was confirmed by the follow-up data: 60% were employed (a majority within 3 months), 78% were employed in non-traditional field, and 69% in a job directly related to program training skill areas. Of those employed, 60% reported an income of more than $10 an hour.

- The interaction and ongoing relationship among participants within programs were described as profound, stabilizing, supportive, a decision-making tool, and a platform for personal changes. These fostered group strength, a more "interesting" curriculum, resulting in self-confidence and social maturity.

- Program completers were better prepared to make career/life decisions and tended to look beyond self to the concepts of goal setting and decision making. Most would not relocate/move to a job away from their support system.

- No work experience and/or long-term public assistance might be too much to overcome for participants with an "external control" perspective of responsibility and/or little goal commitment within a program such as *New Ventures*. Without psycho-social qualities that contribute to maturity, this type of program cannot insure independence.

Coordinators and staff confirmed the critical nature of the evaluation process which provided a valid database, gave credibility to the overall effort as well as specifics upon which to focus program improvement. They confirmed also the difficulties of measuring human behavior and reinforced that work-based experience/internship feedback is essential. The comprehensive evaluation process resulted in thinking differently about the program. The findings provided valuable information for future application of *New Ventures* Model.

NEW VENTURES PROGRAM MODEL
COMPREHENSIVE EVALUATION REPORT
1991-1996

Introduction

New Ventures Program Model

New Ventures is a comprehensive 21-24 week job skills training program designed to assist low income women prepare for economic self-sufficiency. By addressing barriers that specifically discourage women from the challenge of a higher paying, nontraditional career choice, the program enables participants to successfully pursue technical and trade careers.

The *New Ventures* model, similar to C.E.T. and some European apprenticeship models, integrates academic and vocational skills building in a sequential manner, utilizing relationships and connections with local business and industry. *New Ventures* consists of four separate components, each of which provides opportunities for gaining job skills and SCAN competencies needed in the workplace. The instruction utilizes a variety of styles including experiential, lecture, discussion and cooperative problem solving, among others. It is cumulative; curricula and activities of each component build upon skills learned in previous ones.

#1. Career Challenge. The inability of many women to take positive risks is frequently identified as a barrier to their career success. In a week-long intensive training, the Career Challenge component encourages risk-taking through a series of activities and problem-solving challenges to be accomplished on both an individual and a group basis. In the supportive atmosphere of the group, the women learn to solve problems in teams; to give and receive appropriate feedback; to set realistic goals; to identify and practice leadership roles; and to develop effective communication skills. Experiences are structured to increase the perception of self-efficacy among the individual women and to create a cohesive group of peer support.

#2. Pre-employment Readiness. Many participants begin the program without pre-vocational readiness skills necessary for classroom and workplace instruction in a specific vocational skill area. Required topics in this component include computer literacy and technology skills, wellness and physical fitness, and weekly goal-setting review in team meetings. The women learn to acquire and utilize information about a variety of topics. Time management and personal problem solving are emphasized during this period, and are reflected in attendance policies.

#3. School-Based Instruction. Instruction in a designated technical or skilled trade area is provided on a customized basis for a minimum of eight weeks. The curriculum (25-35 hours per week) is designed by program staff in cooperation with employers and advisory board members. The emphasis on technology and its role in a variety of application systems serves as a bridge to the workplace. Technical or personal troubleshooting skills are also introduced in this component.

#4. Work-Based Instruction. As an example of work-based learning, this component provides an opportunity for women to practice and improve skills learned in the classroom. The applied setting of the internship or job shadowing experience enhances the overall workplace skills of the participants who receive evaluations and recommendations from the employers. With the help of a job coach, the women learn to generalize the classroom experience to new and different systems, and refine their skills in applied technology, communication, and problem solving.

(*New Ventures* Model is detailed in **Attachment A**)

Assessment Perspective/Procedure

Evaluation of the *New Ventures* program model was conducted as a comprehensive, outcome-based process over a five year period. It was also a formative process during which the evaluation team, from time to time, gathered opinions about preferred or more effective ways of

installing the program, held discussion with program staff to help the program planners achieve a comprehensive and rational statement of what the program is supposed to be doing. Through annual evaluation interim and final reports, important decisions about changes in the program were made as it developed. The database designed during the process consisted of individual participants and program information data. It grew with additional information from multi-year program cycles thereby leading to a comprehensive assessment. The perspective employed by this evaluation included process and outcomes, program understanding/improvement, periodic feedback, shared information, staff interaction and application of results.

Phase I Development. The initial procedures (1991-92) were devoted to building staff awareness of perspective and scope plus drafting the comprehensive evaluation plan and data-collection instruments. The development of the plan was complicated by the need to not only assess the model concepts underlying *New Ventures* but also to incorporate adjustments demanded by local needs.

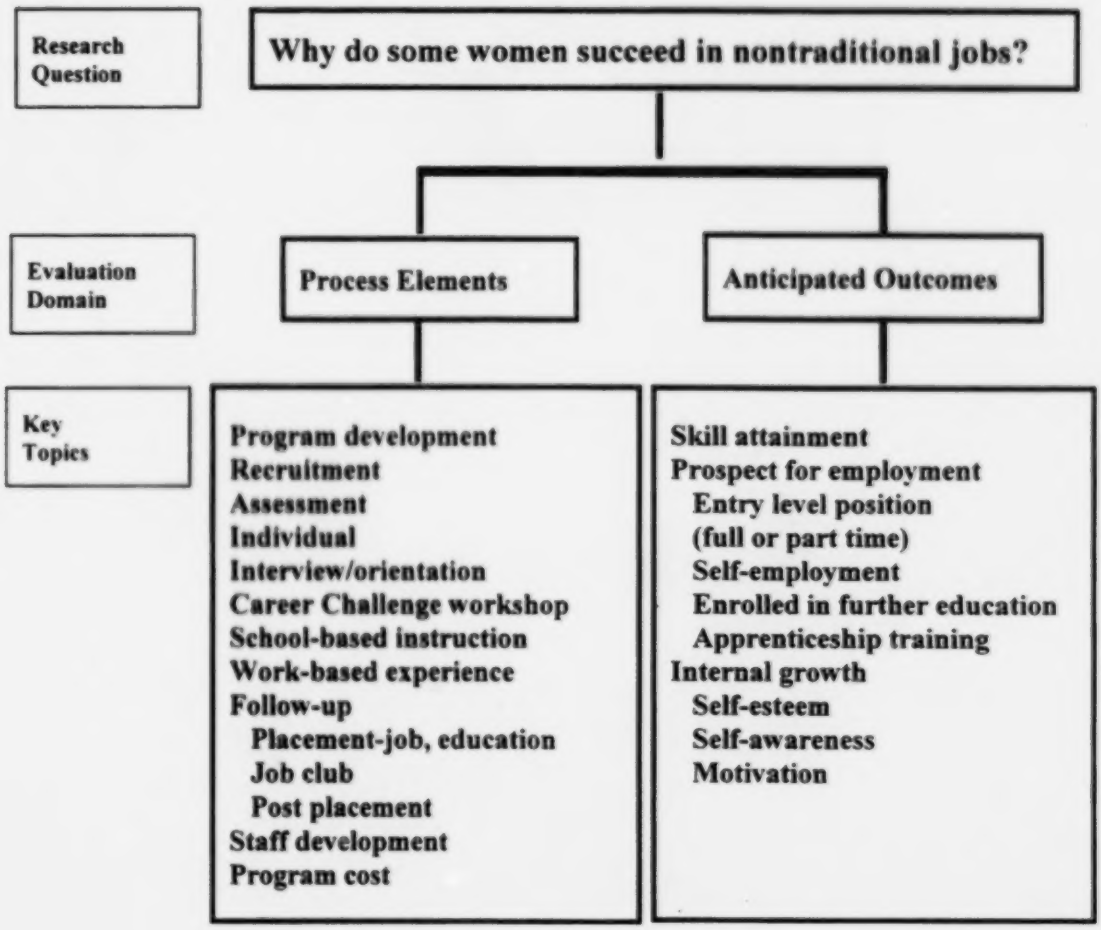
During 1992-1993, the pilot year, all evaluatory components (assessment plan, instruments, procedures, data collection/analysis base) were developed, tested and revised as appropriate, resulting in a doable, flexible and comprehensive program model evaluation. The evaluation plan consists of process and outcome sections. In both sections, the type of data or information critical to evaluation was linked to program components or activities. The plan is detailed in **Attachment B.**

To facilitate development of a comprehensive consistent database, ten instruments targeted to *New Ventures* were developed, five required and five recommended. As illustrated in **Attachment C**, required data collection focused on participant demographics, characteristics, risk factors, self-perceptions, follow-up and feedback. The database was based on required data and developed to track individual participants on a site and statewide basis.

The recommended data attended to participant goal setting, satisfaction/comfort with the

program, workplace experience and employer feedback. Although these data were desirable, they could not be required due to differences among programs and impinging local factors. Responsibilities for providing and/or collecting data were categorized by program staff, administrators, participants and employers. Instrument items and administration detailed in **Attachment C**.

The *New Ventures* evaluation plan was comprehensive and incorporated participant psycho-social determinants with data and program dimensions. Evaluation domain, research questions and key topics of the finalized *New Ventures* research/assessment plan were delineated as follows:



Broadly, success in the program resulted in employment (full or part time and small business ownership), and/or further training/education (including apprenticeship). The evaluation plan addressed factors within the broad criteria.

Phase II Implementation. During 1993-1996, the evaluation plan was implemented in each program cycle and the centralized database was expanded. In addition to data collection, using required/recommended instruments and techniques, a number of strategies were undertaken by the evaluation team: site visitations for interviews with staff and program participants; small-group interviews with staff; technical assistance activities at statewide inservice sessions. Both site visitations and technical assistance activities served to: validate evaluation processes through exchange of information, concerns and ideas; identify further evaluatory needs; and, maximize rapport between evaluation team and program staff.

In the final cycle, 1995-1996, the case study method was added to the evaluation effort. As a major data-collection strategy, the case study provided a systematic technique for collection of information to better understand the rationale underlying women's behavior and behavioral changes within the *New Ventures* environment. It helped confirm success factors. Individuals serving as case studies were selected from both current and previous program cycles. Inclusion of program completers from implementation years 1 and 2 provided a spectrum of progress at various time points of association with the *New Ventures* program. Major categories of data included: past history/experience; current status/situation; environment (*New Ventures* program), relationship among past; present and environment; and confirmation of success factors. Data collection strategies included individual interviews, telephone consultations, review of participant information (intake, self-efficacy, skills, etc.) and demographics. Case studies detailed in **Attachment D**.

Summary: Evaluation Findings and Outcomes

This evaluation data/information summary was based upon the comprehensive database and information gained from site visitations, interviews, consultations and discussions with program staff, participants and local cooperating employers.

Program Profile

The *New Ventures* model program was implemented at six sites throughout New York State:

Erie 2-Chautauqua-Cattaraugus BOCES
Madison-Oneida BOCES
LaGuardia Community College
Niagara County Community College
St. Lawrence-Lewis BOCES
Ulster BOCES

In general order of frequency, the major career areas addressed at the sites included:

Computer Repair Industry
Computer Aided Drafting
Auto Mechanic Repairs
Cable/Telephone Installation and Repair
Computer Numerical Control Machine Operating
Heating/Ventilation/Air Conditioning Repair
Local Area Network Administration
Construction Skills Training

New Ventures programs exhibited noteworthy holding power (average 81%, range 69% - 100%). The essential program features to facilitate the high level of retention were validated as:

Management

1. The ideal program has **program identity** within the site, with other agencies, with local employers and with potential clientele. This identity is primarily brought about by dedicated space, an accessible informed contact person, involving the employer community with the program, linkages and networking with other service/educational providers.

2. The active **role of employers and advisory groups** includes significant input to the selection and level of skill training during planning, commitments for internships, realistic labor market opportunities for program completers, potential alternatives for nontraditional career seekers, and other support as appropriate.

3. Staff members **function as a team** to maximize effectiveness, during implementation, planning and evaluation. Planning particularly requires a team approach to maximize success in skill and levels identification, curricula-building including integration of wellness/physical fitness with vocational requirements, preparation of appropriate math, computer literacy, career preparation and other instruction, among others.

4. The ideal program has strong **administrative support** evidenced by the involvement of site and organizational administrators, achieving/leading to the institutionalization of *New Ventures* as an alternative toward nontraditional employment. Readily accessible support services are provided by the site which is a benefit to participants as well as promoting identity, support and institutionalization.

5. The components of **health, fitness and well being** reflect the skills required by the vocational program area. Space is available to *New Ventures* at the site expanded by access to a community health club and wellness consultants.

6. In addition to site support services, **counseling services** are available through a program-specific counselor to provide ongoing stable support as participants move through skills training and workplace experiences which may result in a rethinking of individual goals and career plans. The program builds a sense of group and support among participants which also serves as a support network and source of friendships.

7. **Family support** for participants is encouraged through activities that involve family members and other significant individuals. Strategies are in place to involve families and significant others in providing support and encouragement.

Instructional and Program Characteristics

8. A **systematic recruitment** process with established selection criteria appropriate to the vocational training area is in place. The Career Challenge component provides an opportunity for staff to make final decisions regarding acceptance of candidates into *New Ventures*. Except in rare circumstances, candidates who do not meet minimum requirements are referred to alternative programs more appropriate for upgrading of their skills. Ongoing examination of these recruitment/selection procedures provided guidance for needed adjustments in

light of local factors and program results.

9. **Customized classes and curricula** are offered for readiness, academic and vocational skill development which facilitates integration among components, transferability of skills, individualization of instruction, application of information from employers by instructors to specified curricula, thereby assuring that competencies accurately reflect the skill levels required by the workplace.

10. **Instructors** are skilled in their field of expertise by teaching experience, education and employment history, and in the unique ***interpersonal skills*** necessary for working with *New Ventures* clientele. Deficiencies are overcome/ solved because of stability that results from all staff members functioning as a working team.

11. The **Career Challenge** component is effectively used in building group trust, improving self-concept, identifying strengths, defining barriers as challenges and becoming successful in problem solving, increasing mutual respect and a sense of belonging. Also, during this component, final screening for the program is accomplished.

12. The **workplace experience** is standardized to reflect the preferences and potential of local employers/businesses. Ongoing employer involvement on a systematic basis provides commitment for internships as well as strong employment potential in their recommended job skill areas.

13. **Placement and follow-up** continue to improve as the program closely matches need and the placement rate increases. A contact person and linkages are also in place with the community college and other adult programs to facilitate access to further education/training.

Evaluation feedback from both staff and participants indicate that the Career Challenge component encouraged self-review and group building; pre-employment readiness and self-development facilitated exploration and updating; skills training/school-based instruction was customized to the field; and work experience provided the opportunity for skill application. The latter critical segment, depending on skill area, often necessitated curricular refocusing on updating to more accurately mirror the workplace, especially needed in rapidly progressing technology. For example, a participant beginning her work experience was ignorant of tools/equipment used. Overall computer instruction was identified as most critical to the marketplace due to its comprehensive application. This was true for both computer literacy and

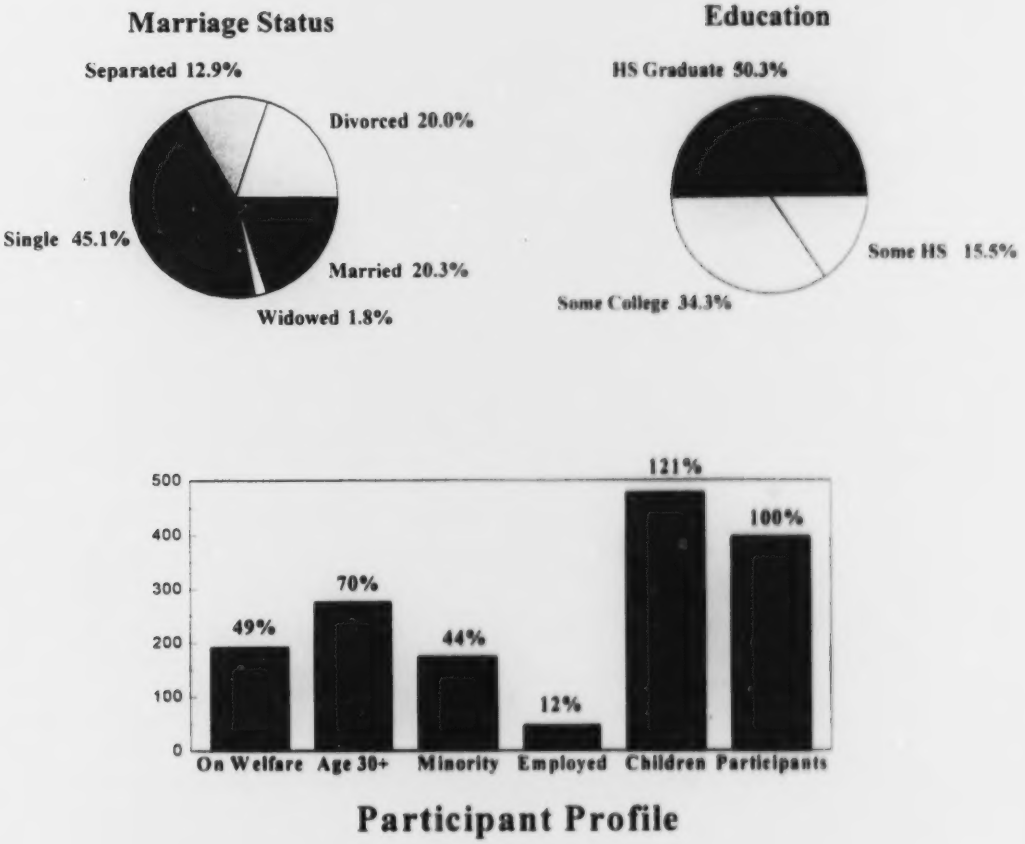
any of the computer training components offered. Participants often found it to be self-enhancing and a decisive factor in the job search.

Employer involvement grew in importance during the five-year span and should continue to be a vital link to placement outcomes. Employer input, often via advisory groups, and understanding of the local job market status facilitated success attainment. Employers were also needed to plan for the gap that often occurred between program completion and employment. Without strong employer support, the "softer" nontraditional areas were more promising for job procurement than definitive nontraditional areas, again depending on local conditions. The workplace experience remained crucial and a strong linkage between site and program consistently maximized its effect.

The overall success of programs was adversely affected by staff changes regardless of reason. Such change seriously impacted programs by causing sense of loss, wasted time and incompleteness. Also, the geographic regions in which the programs were implemented affected anticipated and real outcomes resulting in differences such as placement rate/opportunities, wage levels, worksite experiences, recruiting success, among others.

Participant Profile

Women served by the *New Ventures* program can best be characterized as hard-to-serve or at-risk participants at entry into the model program. See Form B in **Attachment C**. Based on multi-cycle data, a typical demographic profile showed more than 88% of entrants had no employment history and/or were currently unemployed, and about 49% received public assistance. Almost 70% were 30+ years of age; some 44% of minority heritage, 35% widowed/divorced/separated, 20% married, 45% single, with an average of two children or dependents per participant. Approximately half completed high school, while 16% were high school drop-outs. Older dislocated women were most apt to have had advanced training or some college experience. Selected profile items are subsequently illustrated.



It became apparent that motivation and interest in non-traditional career opportunities served as crucial factors in achieving success. About 96% of participants surveyed expressed a determination to complete the program and become employed and 97% were challenged by the potential of working in a nontraditional career area. Hard to Serve Risk Index data, using participants' education, employment and public assistance status as predictors of success, were at below average levels.

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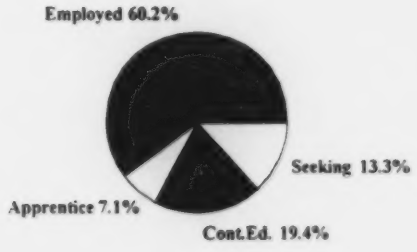
Participant Achievements

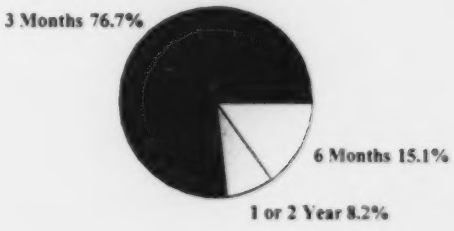
The success of a comprehensive program, such as *New Ventures*, is determined by its outcomes. Based on annual program reports submitted by June 30, 78% of participants successfully completed the *New Ventures* program for the 1993 - 96 cycles. For this group, the employment rate reached 57%. Of those employed at the end of program, 71% were in jobs closely related to the *New Ventures* skill training area. See the summary data sheet at the end of this report.

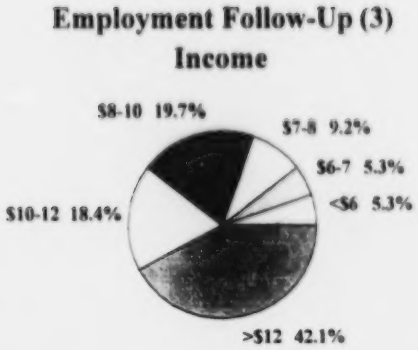
Follow Up The follow-up data collected directly from participants from 1993-96 cycles indicated that 60% of program completers were employed, 7% were accepted into apprenticeships, 20% were continuing education or training; and 13% continued to seek employment. Of those employed, 77% obtained employment within 3 months, 15% within 6 months, and the rest within one to two years. 78% of the employment was non-traditional and 69% directly related to instruction of *New Ventures* skill areas. Of those employed, 42% reported an income rate of $12.00 per hour or above, 19% $10.01 - $12.00, 20% $8.01 - $10.00, 9% $7.01 - $8.00, 5% $6.01 - $7.00 and 5% at $6.00 or less. Selected data are subsequently illustrated.

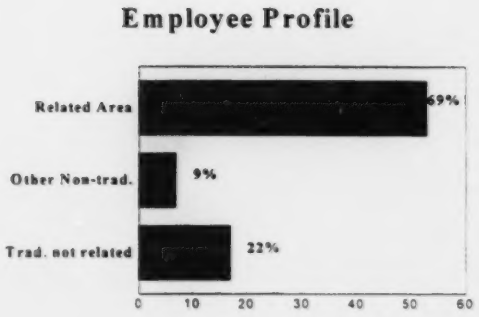
Employment Follow-Up (1)
Current Status



Employment Follow-Up (2)
Employed Within







Based on information collected, the evaluation team synthesized a list of factors that were perceived as contributors to participant success. Fourteen of them were validated by program staff as defined in *New Ventures* programs. These included:

- A determination to succeed.
- Skilled in assessing alternatives and making informed decisions.
- A positive self-concept that stems from program activities and/or services.
- A sense of pride and achievement from program activities.
- Positive acceptance of challenge inherent in nontraditional jobs, including mobility.
- Ability to efficiently plan and manage time.
- Ability to complete and follow-through with tasks.
- Ability to perceive integration of personal wellness and career skills.
- Ability to successfully use and apply academic skills.
- Ability to set goals appropriate to needs and abilities.
- Minimal education level of high school/GED.
- Some employment experience.
- Minimal or no public assistance.
- Positive family support.

As previously profiled, this hard to serve group of participants were below average relative to success predictors. For many women the challenge offered was greater than anything they had attempted before. If the program did not work for the individual, the experience could serve as a major personal setback. With the presence of positive attitude and drive, however, the

program became a catalyst for assuming control of life. Also when the workplace experience was a positive match, it offered potential job implications--a chance to "look each other over." When conditions were unfavorable, the experience added to "another failure" syndrome.

A composite skills profile of women nearing completion of *New Ventures* programs was developed from program staff and workplace employers' observation of competence with recommended SCANS skills. The following chart illustrates the skills profile achieved by the most, some and a few participants.

Achievement by the Most

- Use of resources and information (identifying, organizing, processing, etc.)
- Use of communicative and basic academic skills (reading, computing, listening, etc.)
- Interpersonal skills and working with others (supportive of peers, positive personal qualities, team player, share knowledge, etc.);
- Understanding and application of systems to specific tasks (knowing how to operate or perform job tasks, select and accurately apply proper procedures and tools.);

Achievement by Some

- Working with others from diverse backgrounds
- Making decisions and setting goals
- Sense of service to the consumer
- Management of time, finances, personal and career responsibilities
- Assuming responsibility for personal success, motivation and completion of tasks
- Contributing to group effort, cooperatively and in leadership role

Achievement by A Few

- Resolving divergent interests
- Exercising leadership
- Communicating ideas, persuading others responsibly
- Monitoring, troubleshooting, improving or designing alternate systems, preventing
- Negotiating or working toward agreements
- Identifying and solving problems of technical aspects

Some employers provided follow-up feedback about *New Ventures* trained employees. Work habits rated "very satisfactory" included: regular attendance, gives adequate notice when unable to report, complies with reasonable requests, understands company rules/regulations/policies and adequately performs job duties/responsibilities. The need for additional updated skills was noted by employers, usually in expanding technologies.

Profile: Case Study Individuals

The case study individuals of the operational cycle were interviewed at the program site. All were single parents, 67% less than age 35, most were divorced or in the separation/divorce process. Their children ranged in ages from toddler to adults. Most were high school/GED graduates. About two-thirds received some public assistance although most were working to be independent. Thirty-seven percent (37%) had long-term work experience, a majority had held short-term minimum wage jobs such as cashier or stocker. About half felt they had strong family support; the others sensed positive change. Child care was often supported by Social Services or provided by a family member/close friend.

When asked to identify the most important factor for success, 50% indicated determination/drive/motivation. Others selected improved self-esteem, confidence, and sense of achievement. The support of peers and staff that emerged from the team structure was also credited by most as critical to participant success. If not enrolled in *New Ventures*, most indicated they would be at/looking for a low-wage, no future job; others indicated they would still be receiving public assistance.

At or near program completion, a telephone interview was held with each case study individual. One-third had not totally completed the program due to child care problems and lack of internship location. Of the completers, none had attained immediate placement, but 50% were

awaiting employer action. All completers were generally positive about the program, particularly the additional opportunities, workplace experiences, greater sense of self-confidence and career alternatives they had gained. Completers and non-completers alike felt a need to job-hunt, and the major concern was finding a job. Completers were most interested in employment within the field addressed by *New Ventures*.

Three to six months subsequent to program completion, a second telephone interview was held with each case study individual. Those facing the prospect of not completing the *New Ventures* cycle had addressed their problems and were able to complete or pursue an alternative related experience. Since the earlier contact, 67% had been successful in acquiring full-time employment--all related to the *New Ventures* training field. Wages in the urban areas were $9-$10 per hour, rural $6.50. Benefits packages (particularly health) were included with permanent employment which usually occurred after a minimal trial period (up to six months). At least one commutes a total of three hours per day. One completer was employed temporarily at her intern site while awaiting results of an interview procedure for a $14 per hour position. Another was relocating out of state and looking forward to a promise of more job opportunities. Placement outcomes again underscored the importance of time that is often required for successful conclusion to job searches in the areas of training.

All remained positive about the *New Ventures* experience. Most credited the program with facilitating self-confidence, personal growth, motivation to learn, drive to keep trying and increased knowledge applicable to job and everyday life. Some indicated that one's progress depended on readiness/maturation stage. Anonymous outlines in **Attachment D** detailed these current operational case studies.

To maximize the time frame of the case study investigation, follow-up contact by telephone was also made to individuals who were one and two years from completion of *New Ventures*. All were employed in fields related to their *New Ventures* skill training (25% part time due to education/motherhood). Their salaries for full-time work ranged from $12,600 to $40,000

per year. The part-time workers earned an equivalent full-time annual wage from $10,080 to $13,440.

All individuals contacted in the one/two year follow-up indicated that goals set in *New Ventures* had been reached. One said she had exceeded her goals. All credited the *New Ventures* experience for their progress and success. Basics for goal achievement were learned in *New Ventures* as were job search skills. The most important component was identified as the worksite experience. As with current completers, many expressed reluctance to relocate for a job should it become necessary.

Conclusions and Observations

The research question dealt with "why women succeed in nontraditional careers," and their relationships with their environments. Women who successfully assumed responsibilities for themselves and their functioning within their environments, and who progressed in nontraditional careers exhibited characteristics of:

- determination
- flexibility
- skillful task completer
- positiveness
- challenged
- pride
- decision maker
- supportive
- supported
- preference of job to security of welfare

Positive interaction with the program brought self-confidence and self-approval. When participants "clicked" as a group, the experience became a support structure and facilitated personal growth and introspection. Also, psycho-social maturation and motivation levels not only evidenced growth but served as valid indicators of positive interaction, group and individual strength. Further, when the curriculum was perceived as interesting and valuable by participants, it offered them a positive challenge. However, when it lacked sequence, structure and consistency, it became a negative factor in their attitude and achievement.

The interaction and/or ongoing relationship among participants and programs was described as profound, stabilizing, supportive, a decision-making tool, a sounding board for life, basis for far-reaching personal changes and long-term impact. The interaction was important to group and individual strength, and facilitated a more "interesting" curriculum, self-confidence, and greater social maturity.

Risk factors (such as family history, work/life experiences) were legitimate success predictors, as were psycho-social skills and maturity, although the latter were more difficult to measure with validity. Many women overcame risks in their personal history to achieve success in their programs because of their personal motivation and interest in vocational fields addressed by *New Ventures*.

Generally, program completers were better prepared to make career/life decisions and tended to look beyond self to the concepts of goal setting and decision making. Over a period of time most of the completers found employment, a majority in related or nontraditional jobs and/or in high wage/potential jobs. An interesting observation indicates that, despite their achievement, most would not relocate for jobs due to certain comfort level found within their family/support system. It may be that the positive system built into *New Ventures* program through the emphasis on team building and group problem solving provided a similar comfort level. The importance of support must not be overlooked.

Success tended to follow some employment history. Dislocated workers used programs as a stopgap or a substitute for a job. Participants with work history held more realistic goals and expectations (i.e., salary, promotion). No work experience and/or long-term public assistance may be too much to overcome for participants with an "external control" perspective of responsibility and/or little goal commitment within a program such as *New Ventures*. Without psycho-social qualities that contribute to maturity, this type of program cannot insure independence.

Generally an interactive and supportive program environment helped increase participants' expectations of their capability to achieve selected behaviors or tasks. These expectations of increased opportunity, social and environmental support and a desirable career were promoted by *New Ventures*.

Evaluation Retrospect. The assessment plan served as a valid structure for a comprehensive program evaluation. It addressed procedural and outcome components in relation to staff, participants and program. Comments from current coordinators and staff indicated that evaluation provided a valid database and learned again the difficulties of measuring human behavior. It reinforced the importance of workplace experience/internship feedback as essential to program improvement. The evaluation process gave credibility to the effort as well as specifics upon which to focus. It also validated observations and comparative differences among regions. Evaluation was a valuable process that resulted in thinking differently.

In summary, evidence proved the feasibility of the *New Ventures* model as a strategy to facilitate successful entry of women into nontraditional careers. The model was not designed for every woman but for those exhibiting potential success characteristics. Contextualization of curriculum helped participants understand that all program components, and the activities within those components, were critical to job preparation.

The skills and talents of individuals staffing *New Ventures* programs were a critical resource to the statewide effort. The peer network to share experience supported each program to address weaknesses and in helping others via respective strengths. A summary of recommendations and tips from experienced staff is appended as **Attachment E**.

New Ventures Program Data Summary
(FY1994 - FY1996)

Sept. 30, 1996

	Site 1 (City)		Site 2 (Small City)		Site 3 (Small City)		Site 4 (Suburban)		Site 5 (Suburban)		Site 6 (Rural)		Total		
Total	**91**		**69**		**63**		**49**		**62**		**61**		**395**		
SP	28	31%	58	84%	27	43%	38	78%	28	45%	28	46%	207	**52%**	
DH	31	34%	2	3%	11	17%	11	22%	21	34%	33	54%	109	28%	
Other	32	35%	9	13%	25	40%	0	0%	13	21%	0	0%	79	20%	
Age															
Below 29	16	18%	28	41%	15	24%	10	20%	15	24%	35	57%	119	30%	
Below 54	70	77%	41	59%	47	75%	37	76%	44	71%	23	38%	262	**66%**	
Above 54	5	5%	0	0%	1	2%	2	4%	3	5%	3	5%	14	4%	
Employment	4	4%	9	13%	11	17%	9	18%	9	15%	4	7%	46	**12%**	
Ethnicity															
Native	0	0%	2	3%	1	2%	3	6%	5	8%	2	3%	13	3%	
Asian	6	7%	0	0%	0	0%	0	0%	0	0%	1	2%	7	2%	
Black	49	54%	36	52%	16	25%	7	14%	2	3%	1	2%	111	28%	
Hispanic	19	21%	17	25%	1	2%	3	6%	2	3%	0	0%	42	11%	
White	17	19%	14	20%	45	71%	36	73%	53	85%	57	93%	222	56%	
Pub Support	47	52%	49	71%	20	32%	13	27%	15	24%	48	79%	192	**49%**	
Marital Status															
Single	48	53%	55	80%	23	37%	18	37%	21	34%	13	21%	178	**45%**	
Married	11	12%	6	9%	19	30%	12	24%	19	31%	13	21%	80	20%	
Widowed	2	2%	0	0%	1	2%	1	2%	1	2%	2	3%	7	2%	
Divorced	15	16%	6	9%	8	13%	13	27%	15	24%	22	36%	79	**20%**	
Separated	15	16%	2	3%	12	19%	5	10%	6	10%	11	18%	51	**13%**	
Children	93		61		79		45		151		48		477		
Education															
Mid/Junior	0	0%	0	0%	0	0%	0	0%	0	0%	2	3%	2	1%	
High Sch.	0	0%	7	10%	8	13%	7	14%	5	8%	32	52%	59	**15%**	
HS Grad.	40	44%	56	81%	30	48%	21	43%	26	42%	25	41%	198	**50%**	
College	35	38%	5	7%	22	35%	18	37%	18	29%	2	3%	100	25%	
Co. Grad.	16	18%	1	1%	2	3%	3	6%	13	21%	0	0%	35	9%	
Achievement *															
goals	71	78%	67	97%	51	81%	28	57%	58	94%	58	95%	333	**84%**	
plan	82	90%	67	97%	44	70%	39	80%	51	82%	58	95%	341	**86%**	
Needs	81	89%	61	88%	54	86%	40	82%	58	94%	61	100%	355	**90%**	
Grad.	72	79%	49	71%	49	78%	34	69%	45	73%	61	100%	310	**78%**	
Completion Rate:															
Completed	78	86%	55	80%	46	73%	34	69%	45	73%	61	100%	319	**81%**	
Employment at the End of Each Fiscal Year															**
Full time	18	20%	41	59%	25	40%	24	49%	14	23%	34	56%	156	**39%**	**49%**
Partime	2	2%	1	1%	0	0%	11	22%	2	3%	7	11%	23	**6%**	**7%**
Related	9	10%	40	58%	15	24%	19	39%	11	18%	33	54%	127	80%	71%
Seeking	32	35%	19	28%	21	33%	4	8%	36	58%	6	10%	118	**30%**	**37%**
Training	37	41%	3	4%	13	21%	0	0%	0	0%	16	26%	69	**17%**	**22%**

Note:

* Goals = Capable to make career life decisions appropriate to goals
Plan = Completed individualized employment plan
Needs = Completed preparatory remedial needs allowing successful application in selected career program
Grad. = Successful graduation or completion of selected course of study

** The percentage in this column is based on the number completed. At the time of reporting, some programs may still be training New Ventures Students and the followup may not have been completed yet.

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NEW VENTURES
Outline and Planning Guide

In planning to implement a program, the following phases and steps of the **New Ventures** model should be considered:

A. PROGRAM PLANNING

STEP 1. IDENTIFICATION OF OCCUPATIONAL SKILL TRAINING TO BE OFFERED (Planning phase, 3-6 months prior to program start-up)

One (1) or two (2) computer-based or other technical skills, or higher wage potential field should be identified. Programs may offer either one or two cycles during the funding year, which may be scheduled to run concurrently or in some kind of consecutive manner (i.e. overlapping cycles). If two cycles are offered, the agency has a choice to offer two cycles of the same occupational skill training or to offer one cycle each of two different occupational skills. Both must be computer-based or technical in nature and offer opportunities in technical or higher-wage areas of employment.

In making the selection of the occupational skill to be offered, the following should be considered:

- Agency resources
- Employment opportunities
- Support from local employers

STEP 2. ESTABLISHMENT OF SPECIFICALLY TARGETED LOCAL ADVISORY BOARD(S) FOR EACH OCCUPATIONAL SKILL SELECTED (Planning phase, 3-6 months prior to program start-up)

Specifically targeted advisory board, made up of a core group of employers representative of the technical skill area(s) selected, should be organized immediately. Additional members should include representatives from employment and training and human services agency staff, as well as other

community agencies who are part of the referral network. This group should have input into curriculum design and appropriate sites for work-based learning placements (internships). The core group of employers can help identify other potential employer sites for internships. Internship development will be an ongoing process.

STEP 3. DEVELOPMENT OF CURRICULUM, COMPETENCIES, AND STANDARDS
(planning phase, 3-6 months prior to program start-up)

Skills and competencies to be taught through classroom activities in each technical or skilled trade area should be clearly identified. Advisory board members can be very helpful at this stage. The input from potential employers of your students can be invaluable in determining appropriate skills and competencies for the work-based learning component as well. The collaboration with employers, which gives them some control over the preparation of potential employees, may also increase their commitment to your program.

The curriculum should be developed and/or adapted by a team that consists of program coordinator, instructor, employer advisory board member(s), and other appropriate contributors. Programs are encouraged to seek sample curricula from other New Ventures programs whenever relevant.

Instructors for all program components should be identified during this early phase. The variety of materials covered in the Pre-Employment Readiness component may require hiring of contract staff and negotiating with off-site facilities. Early commitment of these contracted staff can facilitate the development and scheduling of the specific curriculum components.

Appropriate minimum standards for entry into the skill training program should be established. The process for evaluation of applicants, as well as specific assessment tools, should be identified. Collaboration with the agency's existing assessment facility is strongly encouraged

A process for evaluation of each participant's progress must be in place. Portfolios for each participant, based on an integration of generic SCANS skills and competencies and the occupational specific skills, will be developed to document individual achievement. Counselors, instructors, job coaches, and employers will have opportunities to evaluate the achievement of each participant. **Competencies to be obtained by successful completion of each of the four components must be clearly outlined.**

Employment opportunities, including commitments from local employers to provide some form of work experience, should be identified. Names of specific local employers, salaries, career ladder potential, and opportunities for

employer supported further education are examples of information that can be shared with women during the recruitment and training phases of your program.

B. RECRUITMENT AND SELECTION OF PARTICIPANTS

STEP 1. RECRUITMENT

(Should be in progress at least two months prior to the scheduled start of the particular cycle)

Referrals from local community agencies, such as DSS, JTPA, and Displaced Homemakers Centers should be encouraged. Schedules of each program cycle should be distributed.

An outreach plan, including publicity and materials, should be developed. Announcement of the specific training that describes the program and the process for getting information, including dates and locations of information sessions, should be included.

If the program is sponsored by an ACCESS agency, program staff should coordinate the recruitment of participants with the ongoing efforts of the ACCESS program. The **New Ventures** program should be available as an option to eligible ACCESS Center clients.

A group information session lasting 1-2 hours should be scheduled for interested persons. Description of program, requirements, expectations, job opportunities, and information about local employers should be presented in both verbal and written form. Videos and guest speakers are effective ways of supplementing the presentation. Application forms and an outline of the application process, should be distributed with other written materials.

Application forms and other documents identified in the process must be submitted by interested applicants in order for them to be considered for participation. In addition, other appropriate tasks may be required as a method of determining the motivational level or suitability of potential participants.

STEP 2. ELIGIBILITY DETERMINATION

Categorical eligibility, determined by status (SP/DH/SPW) and financial level (150% of federal poverty levels) must be determined for all applicants. A list of these individuals should be maintained as part of the records of each cycle. Eligible

participants for program services include women who are:

- Single parents
- Displaced homemakers
- Pregnant and parenting out-of-school teens
- Unemployed
- Underemployed

In certain instances, applicants who are **not financially eligible, but are borderline low-income,** lack skills for competitive employment, and meet the academic requirements, **may fill up to 25% of the participant positions**. Documentation of these individuals must be maintained as part of the records of each cycle.

If there is a shortage of categorically and financially eligible applicants who meet the minimum standards, in order to achieve full program participation, **positions may be offered to applicants who are ineligible, but who do meet minimum standards.** The agency may determine and charge a tuition cost to these individuals.

STEP 3. ASSESSMENT

Assessment services should be identified and made available to all potential participants. Minimum standards based on the curriculum have been established against which all applicants are measured. Basic skills, aptitude, and curriculum specific or contextualized measures are appropriate. Motivation and readiness can be assessed through a variety of situation specific tasks and measures. A sample battery may include some combination of the following:

Basic skills: TABE; WRAT; or Freshman SAP
Aptitude: Valpar; Bennett Mechanical Comprehension Test
Curriculum specific: Keyboarding; Spatial mapping; Advanced Math
Motivation/suitability: Situational specific tasks
Comprehensive interview

Those who do not meet the minimum standards for acceptance can be referred to a basic skills, literacy, or GED program, and case management. These applicants may be ready for the next cycle. Records of the referrals made for these individuals must be maintained. In certain instances participants may be accepted conditionally, with an agreement to obtain the necessary remediation while maintaining attendance in the program. Specific contracts for these exceptions can be drawn up.

Assessment for each applicant is scheduled. This may be conducted in a variety of small group or individual sessions. When all the applications are completed,

eligibility determined, and assessment completed, a team meets to make selection decisions.

STEP 4. COMPREHENSIVE INDIVIDUAL INTERVIEW

An individual interview is scheduled with each selected participant before the cycle begins. During this session, the intake form is completed, and the goal setting process begins with the identification of personal barriers and the assessment of risk taking behavior.

An **individual portfolio** is prepared. All **Challenge Initiative** programs will be required to use a software package that allows each site to generate a portfolio system that integrates appropriate SCANS skills and competencies with specific job title tasks. Performance evaluations of each individual, conducted on completion of each of the four components, will include feedback from program staff, instructors, and employers. Information about the particular system and training for staff will be provided by the Equity Center as part of the staff development.

STEP 5. ORIENTATION

A group meeting of all participants can be scheduled before the cycle begins to **serve as an orientation** to the program and the institution. Program expectations are outlined; schedules reviewed; appropriate materials distributed; child care and transportation arrangements reviewed, etc. Participants meet each other prior to beginning the Career Challenge Intensive Workshop.

C. PROGRAM IMPLEMENTATION: THE COMPONENTS

1. THE CAREER CHALLENGE INTENSIVE WORKSHOP
(First week of program)

Note: Staff who conduct this workshop must have participated in the week-long Career Challenge Training Institute, conducted by Equity Center staff.

The Career Challenge component consists of a week of intensive activities designed to create effective problem solving teams by identifying individual strengths, building group trust, and improving individual self efficacy. Through a series of sequenced risk-taking activities, the group learns to define barriers as challenges, and experiences success at problem solving. Individuals become effective problem solvers

and are able to transfer this self efficacy to meeting their personal goals. Included in the curriculum is a day-long field trip that incorporates either a ropes challenge course or a city search which provides a personal challenges for each of the participants. ***The curriculum for this component is made available during the Career Challenge Training session required for program staff.***

2. PRE-EMPLOYMENT READINESS
(Weeks 2-5 of program)

Instructors for this material should be identified during the planning phase so that the schedule and specific curriculum components can be included in the curriculum package. Skills and competencies for the Pre-Employment Readiness phase should be included in the portfolio.

The curriculum for this component includes:

☞ **computer literacy:** basic keyboarding, one or more word processing programs, DOS, Windows, spreadsheet, data base (10 hours per week for the 4 weeks).

☞ **wellness/physical fitness:** (6 hours per week for the entire program); can include basic fitness and exercise program, physical group activities such as aerobics or volleyball, yoga, nutrition counseling, meditation, etc;

☞ **goal-setting:** individual plan that identifies risks and challenges; originally developed during the initial interview and continually revised throughout the personal assessment process; weekly individual goal setting throughout the program is encouraged, and records of achievement can be used as part of the program evaluation.

☞ **feedback:** instruction and rehearsal of techniques for giving and receiving constructive feedback from peers, instructors, and supervisors.

☞ **personal development:** self-management; decision making; skill identification; self-esteem; budgeting; time and resource management; etc.

☞ **teamwork:** communication, negotiation, leadership, problem solving

☞ **math and technology anxiety and review:** developed by coordinator and/or classroom instructor to meet specific needs of participants in relation to introductory levels required for skill training.

☞ **history of women and work:** socialization; nontraditional **roles for** women; harassment in the workplace; assertiveness; legal rights; workplace politics.

☞ **career preparation:** can be Job Club format, resume preparation; interview skills; appropriate workplace behavior; review of personal goals and challenges. (Job Club should be re-instituted during the Work-based Instruction component, particularly in programs where job placement will be the major objective.)

☞ **Challenge support group:** (3 hours per week for 16-20 weeks) this weekly support group provides the follow-up to the Career Challenge Intensive Workshop; should be conducted as a weekly group counseling session; reviews goal setting and risks, and participants practice giving and receiving feedback.

3. SCHOOL-BASED INSTRUCTION

(third component: 8+ weeks; customized classroom training)

Implementation of the occupational skill **curriculum** must take place as a separate, customized classroom program. The level of preparation required will determine the length of the instruction, but a minimum of 160 hours (8 weeks, 20 hours a week) is required. The delivery can be adapted as appropriate to accommodate additional classroom instruction and/or to overlap with the work-based instruction component. **Participants should not be enrolled in the agency's regular classes as additional students during this period.**

Portfolio assessment of individual skills and competencies continues with feedback from classroom instructor. Weekly Challenge Support group meets to review goals and process feedback from instruction.

4. WORK-BASED INSTRUCTION

(fourth component: 8+ weeks)

Each participant should have an internship with a local employer. These internships should reflect the requirements of the occupational skill in terms of tasks and responsibilities, as well as time committed. On average, a period of 8 weeks, 25 30+ hours per week, is recommended as a base.

Internships will be overseen by program staff, who may serve as job coaches to the participants. Contracts with the employers should clearly outline the terms of the internship, including:

- ✦ Overall roles and responsibilities
- ✦ Specific tasks to be completed, and timeline for doing so

- Evaluation process
- Supervision (job coach/on-site)
- Worksite expectations
- Schedule and duration

Employers are committed to providing the unpaid internship as a work-based learning opportunity for the participants. They are not required to provide paid employment opportunities. They participate in the evaluation of each intern and of the New Ventures program through a customer satisfaction review process.

D. PLACEMENT

(ongoing)

The major purpose of the Challenge Initiative is to prepare participants to obtain "higher paid" (over $18,000 year) technical jobs or those technology-based jobs with "higher-wage potential" (entry level in a career path).

Job development is a critical component of the New Ventures program. Sources of information about job opportunities and potential members of a job bank network include:

- Internship employers
- Advisory council members
- DOL Community Service Centers
- Employment & Training agencies
- Professional and Trades organizations
- DOL Displaced Homemakers Centers and other Women's organizations

Job Club and other job seeking activities, including resume development and interview preparation, can be provided as an ongoing service during the Work-based Component, or as an intensive activity at the end of the program.

Placements are verified by documentation of employer and wage and benefit data, or by documentation of matriculation in a college program, or by a certificate of completion of a college-level certificate program.

E. FOLLOW-UP

The original New Ventures staff conducted follow-up contacts with participants for a period of two years. Information about placements, job changes and upgrades, geographical relocation, and other outcomes was collected by participant surveys.

In this new round of programs, the proposed follow-up will be conducted separately by an evaluation team who will make the contacts with program participants directly. The information collected on the intake forms will provide the base for subsequent data collection. Participants will be asked to sign an agreement to participate in this follow-up survey. No one will be required to do so. Information collected will be shared with program staff.

NEW VENTURES RESEARCH/ASSESSMENT PLAN

Research Question: Why do some women succeed in nontraditional jobs -- characteristics of and relationships among the individual, environment, and programs?

SECTION 1
Process Elements:

Activities	Type of Information Important to Know	Information Sources
A. Recruitment (Coordinator/counselor)	- Client source - Number per source/referral loop basic criteria - Geographic location (R, S, U)	- Intake form/procedures including items to determine risk categories, baseline info. - Zip codes
B. Assessment (Coordinator/counselor) (Assessment Center)	- Level of skills - group and group and individual	- TABE math/reading
	- At start and completion pre/post	- Bennett Mech Comp or Valpar/ work samples/other appropriate aptitude tools
	- Measure of motivation and ability to commit	- Social interaction skills scale (Erie/J. Newman)
	- Skill levels (CAD, etc.)	- Hard-to-serve or risk index including motivation indicators (Intake Form)
	- Abilities to communicate	- Interest inventory

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Process Elements:

Activities	Type of Information Important to Know	Information Sources
C. Individual Interview/ Orientation (Coordinator/counselor)	- Frequency of goal types	- Hard-to-serve or risk index
	- Goal-setting realism/changes	- Self-Efficacy Scale (Pre-test)
	-Level of risk-group and individual	- Professional judgment/observation -- ongoing
D. Career Challenge Workshop (Coordinator/counselor)	- Program indicator/frequency of goals set, decisions made, risks taken and risk type	- Percent participant goals met weekly - Risk Index
	- Self-esteem/team building	
	- Goal realism	- Goal Realism Judgment Scale Index
	- Motivation (ongoing)	- Comfort/ Agreement Scale

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Process Elements:

Activities	Type of Information Important to Know	Information Sources
E. Self-development Workshop (Coordinator/counselor)	- Program indicators/benchmarks--frequency, percentages and achievement characteristics to denote - successful achievement/ progress of required and suggested components as per program benchmarks	- Goal Realism Judgment Scale
		- Professional judgment/ observation (ongoing)
		- Assessment based on competency benchmarks such as professional observation, competencies checklists (classroom/workplace), judgment of risk-taking, barrier reduction, goal change and/or self-awareness (to be used second cycle)
	-Readiness level for classroom/ workplace experience	
	- Personal development level	
	- Self-esteem/motivation	- Informal participant feedback
	- Problem-solving skills	- Comfort/Agreement Scale

Process Elements:

Activities	Type of Information Important to Know	Information Sources
F. Classroom training (Instructor)	-Curriculum content accurately reflects requirements of skill training area and institutional resources	- Skills/competencies for each program (at intake)
		- Employer input/reaction, professional feedback, progress/success of curriculum development process
	- Identification of minimum skill levels (i.e., math level)	
	- Performance competencies to be achieved	- Program records of frequency, percentages, characteristics of succeeders/failures
	- Number of hours of instruction per week; numbers participating/ attendance	- Program management records including attendance
	- Performance competencies accurately reflect required workplace skill levels; completers attain qualifications of workplace job area	- Professional judgment/ observation (ongoing) employers staff, etc.
		- Participant journals/diary/anecdotes
		- Comfort/Agreement Scale
	- Extent to which linkages exist with employers in nontraditional areas	- Project management/activity records
	- Quality of instructor	- Informal participant/administrator feedback

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Process Elements:

Activities	Type of Information Important to Know	Information Sources
G. Workplace Experience (Instructor/Job Developer)	Identification and frequency of - environment-type of business size, etc. - type of placement-shadowing, OJT, internship - number of hours per week-frequency, type of situation, participant characteristics per type of work-place/ placement - workplace skill levels Identification of workplace supervisor qualifications/characteristics	- Participant feedback regarding workplace readiness; adequacy of skills including social, problem-solving, technical; work relations/fitting in; understanding of requirements and preparation for reality of workplace, awareness of who to contact with problems on job (coaching) and others as appropriate- Site evaluation, interview/visitation - Workplace feedback - Contract with employer or description of each experience - Self-Efficacy Scale (post-test) - Participant Satisfaction Survey

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Process Elements: Activities	Type of Information Important to Know	Information Sources
H. Follow-up (Coordinator/counselor)		
>Placement - job/education	- Frequency and type of placement (job, education); relatedness to program/skills development; level of employment	- Follow-up interviews as appropriate (3 month intervals)
>Job Club	- Growth/development career plan - Relationship of personal goals to placement and success/progress	- Participant Follow-up Survey - Employer Follow-up Survey
>Post Placement	- Transition profile from program to placement; success of transition-barriers, problems, solutions - Periodic (3 month intervals) participant feedback to maintain characteristics of job(s), success, satisfaction, relatedness to training, etc.	- Coordinator/Administrator Input form

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Process Elements:

Activities	Type of Information Important to Know	Information Sources
I. Staff Development (Administrator)	- Readiness - Preparation classroom instruction - Curriculum development	- Site evaluation visitation interviews
	-Integration of employers into program - curriculum/workplace experience	- Local information ongoing sources *professional judgment/observation *participant feedback *employer feedback
	- Competence, skill levels to be reflective of services to be provided	
	- Staff credentials/background	- Vita, resume, references
J. Program Development (Administrator)	- Access, enrollment demographics; profile of interaction with Access Center, use of available information, etc.	- Site evaluation visitation interviews
	- Quality of workplace experiences	- Local information sources: *project management records *professional judgment/ observation

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Process Elements:

Activities	Type of Information Important to Know	Information Sources
K. Program Cost (Administrator)	-Actual cost of program including in-kind and project funds/ investment/cost effectiveness	-Site evaluation visitation interviews
(Administrator, Coordinator/ counselor)	- Nontraditional emphasis - curricular focus - Participant success, progress, numbers/rates	- Local information sources: •financial project records •dollar equivalent of in-kind •cost per placement (or participant) •program description •project management records

SECTION II
Outcomes:

Activities	Type of Information Important to Know	Information Sources
A. Participant (completers/ leavers):		
- Social-emotional growth and empowerment	**- Extent of self-sufficiency and ability to assume responsibility/ family leadership as demonstrated by actions such as decrease in domestic violence, voter frequency, welfare/non-welfare status, etc.**	**Site evaluation visitations/ interviews**
- Change in family/behavior		**Self-Efficacy Scale**
- Realistic goal-setting capability	**- Attainability/realism of goals that reflect reality of economics, time, etc.**	**Exit/intermediate interviews**
- Upgraded career skills	**- Career skills appropriate to market, field, training, level, etc.**	**Anecdotal/case descriptors**
		Profile of goal attainment
		Follow-up surveys/interviews
		Profile of employment, continuing education, self-employment, etc.
		Final Report

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Outcomes:

Activities	Type of Information Important to Know	Information Sources
B. Placement: entry level position (Coordinator/counselor)	Wage/salary/benefits at levels comparable to job responsibilities/ title, to locale; military rank/function	Targeted items in follow-up survey survey to program completers at designated time periods and/or interviews on sample basis
	Continual employment for time periods - 3, 6, 9, 12 months; two years beyond program conclusion	
	Relationship of placement to field of training - same/related/non-traditional; other/unrelated	
	Existence/increased sense of worth/ satisfaction	
	Placement in jobs with potential promotion/higher wage	Items as part of follow-up survey
	Competent job performance, motivated positive attitude	Ongoing professional staff judgment/observations
	Income/wage growth; advancement potential	

Outcomes:	Type of Information Important to Know	Information Sources
C. Placement: Enrolled in postsecondary education/ BOCES/other post-program training/education (Coordinator/counselor)	Program selected with potential career advancement/high wages Relationship of program to field of training - same/related/non-traditional; other/unrelated Potential of continued education to expand options/training, and of increasing satisfaction, sense of worth	Follow-up survey with items targeted to identification of college, program, progress - CPA, degree attainment, etc. Scale item(s) as part of follow-up survey or sample interviews
D. Placement: Training in an apprenticeship program (Coordinator/counselor)	Completion of apprenticeship in area with potential employment, advancement, higher wages, an increased sense of worth/satisfaction Competent on-the-job performance and motivation to gain skills/ knowledge	Targeted item(s) as part of a follow-up survey or sample interviews Items as part of employer feedback survey
E. Placement: Self-employment - Long-term outcome (Coordinator/ counselor)	Participation/completion of advanced/ additional training appropriate to successful self-employment Business is operational with growth/ profit potential over a projected time period; linkages skills for potential contracts; and increased sense of worth/ satisfaction	Target items of follow-up to determine participation/success in additional training, and set-up, sales/growth, profit-rate/growth, persistence at designated time periods of self-employment

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Evaluation Forms: Time Line for Administration

Instrument	*Time of Administration*
Intake Form (Form A)*	Prior to / start program entry; at testing (The form is standard for all programs.)
Hard to Serve Risk Index (Form B)*!	2 - 3 weeks into program
Self-Efficacy Scale (Form C)*	
Part A	Prior to any group activities (1st activity of career challenge week);
Part B	Subsequent/during workplace experience
Participant Follow-up Survey (Form H)*	3-6 months after program conclusion, and therafter at appropriate intervals
Coordinator/Administrator Input Form (Form J)*	End of each program cycle; required outcome data
Goal Realism Scale (Form D)#	Subsequent to individual interview; End of Career Challenge and/or readiness; Prior to conclusion of workplace experience/ placement
Student-Intern Workplace Feedback Checklist (Form F) #	During final days of workplace experience
Participant Satisfaction Survey (Form G) #	End of workplace experience
Employer Follow-up Survey (Form I) #	3-6 months employment, and thereafter at appropriate intervals
Comfort of Agreements Scale (Form E)	Immediately following Career challenge and at conclusion of other program components (readiness skills) if appropriate

* Required. Code all forms from each student with a consistent identifying number.
! Correlates with some of the items in intake form.
Strongly recommended.

BEST COPY AVAILABLE

New Ventures Program Sample Intake Form

Staff Member: _____ Intake Date: _____

Name: _____ SSN/ID #: _____
Last First

Address: _____ Apt. No.: _____
Street

_____ County: _____
City State Zip

Phone: ( ) _____ Emergency/alternate phone #: ( ) _____

I. Personal Information

1. a) Are you a U.S. Citizen? ____Yes ____ No
If no, please state country of birth: _____

b) Are you a U.S. Permanent Resident? ____Yes ____ No
If no, please state your current immigration status: _____
If yes, give your Alien Registration (green card) Number: _____
Date obtained: _____

2. a) Birthdate: _____

b) Gender: ____ Male ____ Female

c) Number of children: _____
Age(s): _____

d) Number of dependents: _____

e) Marital status:
_____ Single (Not Married)
_____ Married
_____ Widowed
_____ Divorced
_____ Separated

f) Ethnicity:
_____ American Indian/Alaskan Native
_____ Asian/Pacific Islander
_____ Black, Non-Hispanic
_____ Hispanic
_____ White, Non-Hispanic

3. a) Is there anything that would prevent you from fully participanting in this program?
____ Yes ____ No If yes, explain: _____

b) Are you taking any medication?
____ Yes ____ No If yes, explain: _____

c) Do you have reliable transportation?
____ Yes ____ No If yes, explain: _____

d) Do you have dependable child care?
____ Yes ____ No If yes, explain: _____

II. Education

*4. a) Education level:
(RF) ____ some high school (grade completed: _____) ____ high school graduate/GED
____ some college (year completed: ____) ____ college graduate
degree: _____

5. a) Are you currently involved in training or education? ____ Yes ____ No
If yes, please identify: ____ full time ____ part time
____ adult education: _____
____ vocational/technical: _____
____ community/technical college: _____
____ four-year college/university: _____
____ other: _____
If no, how long ago (years, months) did you last participate in a training or education program? _____

6. a) What math courses have you completed ? _____
(Example: Course I/II/III, Algebra, Geometry etc.)

b) What science courses have you completed? _____
(Example: chemistry, physics etc.)

c) Any computer training: ____ Yes ____ No
If yes, describe: _____

d) Describe special aptitudes or talents you have (artistic, mechanical, etc _____
_____

III. Employment Information

*7. a) Are you currently employed? ____ Yes ____ No
(RF) _____ full time _____ part time _____ self-employed
If no, how long (years, months, weeks) has it been since your last employment?
_____

*8. a) Describe your employment record (enter latest employment first):
(RF)

Dates	Total Years	Name of Company	Duties	Reason(s) to leave

*9. a) Last earned salary: $ _____ (____ hourly , ____weekly , or ____ yearly)
(RF)

*b) Current sources of income: (please check as appropriate)

____ salary, employment
____ Social Security
____ child support/alimony /maintenance
____ AFDC
____ other public assistance
____ VA (Veteran Assistance)
____ other: _____

*c) If receiving public assistance, how long have you been a recipient?
_____ (years, months, or weeks)

IV. Program Related Information

10. How did you hear about the New Ventures Program?

____ newspaper
____ friend
____ radio, TV
____ relative
____ brochure, flyer, church bulletin
____ teacher, counselor: _____
____ referral, identify agency/individual: _____

11. Which of the following best describes the reason you contacted New Ventures?

____ between jobs
____ looking for my first job
____ planning to return to work after several years
____ hoping to get a better job than the one I now have
____ considering a change of careers
____ planning to return to school
____ unsure, thinking about returning to school
____ in school, need career planning
____ other, specify: _____

V. Motivation, Expectation, and Self Awareness

*12. (RF) Which of the following best describes your motivation to successfully complete the full-time 21 week New Ventures program?

____ I will complete the program regardless of difficulties.
____ I will try to complete the program.
____ I have some concerns about completing the program.
____ I do not plan to participate.

*13. (RF) How do you feel about learning a non-traditional field? Check all that apply.

____ excited
____ challenged
____ overwhelmed
____ positive
____ unsure

14. a) What do you expect as positive changes in your life from the New Ventures program?

_____
_____

b) Describe the support currently receiving from family, friends, significant others.

_____
_____

c) Do you expect any changes in this support if you do something different? If so, explain:

_____
_____

*15. (RF) Do you do things that may be risky (difficult, uncomfortable, challenging etc.)?

____ Yes ____ No

Describe a major risk you have taken in the last year: _____

_____
_____

*16. (RF) Rate and circle how you usually feel about yourself.

Negative/ Pessimistic						Positive/ Optimistic
1	2	3	4	5	6	7

* Required data from each program site.
RF Hard to serve index factors.

Hard to Serve Risk Index

Intake Form Question #			
	Employment:		
# 7, 8,9a	Currently employed, full-time/part-time	+3	
	Self-employed	+2	
	Recently employed (within 1 year)	+1	
		0	_____
	Public Assistance:		
# 9b,c	Public assistance, more than 1 year	-3	
	Public assistance, 1 year or less	-2	
	Public assistance, current	-1	
		0	_____
	Education:		
# 4	College graduate	+3	
	Some college	+2	
	High school/GED	+1	
	Some high school	0	_____
	Motivation:		
# 12, 15, 16	Determined	+1	
	Will attempt	0	
	Concerned/unsure	-1	_____
	Nontraditional Interest:		
# 13	Extremely excited/challenged	+1	
	Somewhat/positive	0	
	Not sure/overwhelmed	-1	_____
	Family Support		
# 14	Well supported	+2	
	Somewhat supported	+1	
	Neutral	0	
	Not supported	-1	
	Obstructive	-2	_____

Total: _____
(Maximum +8; Minimum -5)

Name: _____

or ID #: _____

For Instructor Use Only

Administration of Survey Questionnaire for

The Self-Efficacy Scale

The Part One of this survey questionnaire for the Self-Efficacy Scale should be administered **prior** to any group activities, and preferably during the individual interview. The Part Two of the survey should be administered subsequent to or during the workplace experience.

The survey can be administered either with an individual student or with a group of students. However, each student should do the survey by him or herself. The following directions to the participant(s) for both parts should be read aloud:

This is a New Ventures research survey questionnaire. For each statement, please circle the rating that best indicates how sure you are of yourself being able to do the task described in each statement. It is **not** a test that asks how well you **can** do but how much confidence in what you **could** do. Thank you for your cooperation.

ID # _____

Form C
- Part One -

Survey Questionnaire for Success
(Part One)

Directions: For each statement below, please read carefully and indicate how sure you are that you could accomplish each task by circling the appropriate number of the scale.

How sure are you that you could	Not sure					Very sure
1. list several job training areas that interest you.	0	1	2	3	4	5
2. find out about the jobs that interest you in the library.	0	1	2	3	4	5
3. select one area of training from a list of possible job areas you are thinking about.	0	1	2	3	4	5
4. make a plan using your job goals as guide.	0	1	2	3	4	5
5. decide what steps to take when you have trouble with some part of your training program.	0	1	2	3	4	5
6. evaluate your abilities realistically.	0	1	2	3	4	5
7. find information about companies who hire people with training in your specific skill area.	0	1	2	3	4	5
8. choose a job that will fit the way you like to live.	0	1	2	3	4	5
9. determine the steps you need to take to successfully finish your chosen training program.	0	1	2	3	4	5
10. continue to work at your goals even when you get frustrated.	0	1	2	3	4	5
11. determine what job would be best for you.	0	1	2	3	4	5

How sure are you that you could	Not sure					Very sure
12. find information about education and/or training programs in your specific area.	0	1	2	3	4	5
13. make a job decision all by yourself.	0	1	2	3	4	5
14. prepare a good resume.	0	1	2	3	4	5
15. change your job goal if you do not like your first choice.	0	1	2	3	4	5
16. decide what you value most in a job.	0	1	2	3	4	5
17. talk to a faculty member in a two-year or four-year college.	0	1	2	3	4	5
18. choose a job even though your family does not approve.	0	1	2	3	4	5
19. get letters of recommendation for job application.	0	1	2	3	4	5
20. change jobs if you are not satisfied with the one you have.	0	1	2	3	4	5
21. figure out how to successfully complete math courses.	0	1	2	3	4	5
22. ask an instructor about education/training and job opportunities.	0	1	2	3	4	5
23. choose a job in which most workers are the opposite sex.	0	1	2	3	4	5
24. get involved in a work experience related to your goals.	0	1	2	3	4	5
25. not allow family or friends to push you into a job that you believe you can not do.	0	1	2	3	4	5

Adapted from Career Questionnaire
by Nancy E. Betz, Ph.D.

ID # _____

Form C
- Part Two -

Survey Questionnaire for Success
(Part Two)

Directions: For each statement below, please read carefully and indicate how sure you are that you could accomplish each task by circling the appropriate number of the scale.

	No sure					Very sure
How sure are you that you could						
1. list several jobs that interest you.	0	1	2	3	4	5
2. describe the duties of the job you would like to have.	0	1	2	3	4	5
3. select one job from a list of jobs that you are thinking about.	0	1	2	3	4	5
4. find out and use job placement services.	0	1	2	3	4	5
5. move to another city to get the kind of job you really want.	0	1	2	3	4	5
6. determine the skill area which you will be able to do.	0	1	2	3	4	5
7. find out the trends for a job area over the next ten years.	0	1	2	3	4	5
8. choose a job or program that will fit your interests	0	1	2	3	4	5
9. decide if you will need more education / training to reach your goals.	0	1	2	3	4	5
10. apply again to a program if refused the first time.	0	1	2	3	4	5
11. determine if you would rather work mostly with people or with information.	0	1	2	3	4	5

	No sure					Very sure
How sure are you that you could						
12. find out about the average wage/salary for a particular job.	0	1	2	3	4	5
13. choose a program or job that suits your abilities.	0	1	2	3	4	5
14. plan for more course work (beyond current training) that will help you.	0	1	2	3	4	5
15. identify other jobs you'd like if you don't get your first choice.	0	1	2	3	4	5
16. know what you will/will not do to meet your job goals.	0	1	2	3	4	5
17. talk with someone already working in a job that interests you.	0	1	2	3	4	5
18. choose the job for you even if it takes longer to finish your education or training.	0	1	2	3	4	5
19. identify employers, firms, institutions that are related to your job interests.	0	1	2	3	4	5
20. go back for more education after being out of school for 5-10 years.	0	1	2	3	4	5
21. describe the way you like to live.	0	1	2	3	4	5
22. find information about college programs related to your job interests.	0	1	2	3	4	5
23. choose the job area you want even if openings are few.	0	1	2	3	4	5
24. plan for a successful job interview.	0	1	2	3	4	5
25. develop a way to deal with failure in a training program or course.	0	1	2	3	4	5

Adapted from Career Questionnaire
by Nancy E. Betz, Ph.D.

Form D

Goal Realism Checklist
New Ventures Programs

Participant: _____ **Date:** _____

Observer: _____

A. a) Please check. Demonstrated/observed risk level

_____ definite risk avoider
_____ more of a risk avoider
_____ equal take/avoid risk-taker
_____ more of a risk-taker
_____ definitely a risk-taker

b) Do you believe that the participant has the potential to increase the level of risk taking?
_____ Yes _____ No

B. Participant has set goals that are:

a) _____ long-term
_____ short-term
_____ none

b) _____ definite
_____ state of flux
_____ evolving

C. Participant has set criteria for:

_____ achieving short-term goals systematically
_____ achieving short-term goals only by chance
_____ systematic achievement of long-term goals
_____ none set

D. To what extent do you believe that participant goals:

	To some extent				To a great extent
accurately reflect risk level	1	2	3	4	5
are realistic in terms of abilities	1	2	3	4	5
are realistic in terms of risk level	1	2	3	4	5
continue to need revision in terms of skills/abilities/risk level	1	2	3	4	5

E. Other comments:

_____
_____
_____
_____

Full Value Contract
Comfort of Agreements Scale
New Ventures Program

Directions: Five agreements form the base of support within the group and for individual activities. Indicate to what extent you are currently comfortable with the status of these agreements:

A. Circle appropriate rating.

	Very Comfortable				Not Comfortable
1. when working together as a group and toward individual and group goals.	1	2	3	4	5
2. when adhering to certain safety and group behavior guidelines.	1	2	3	4	5
3. when exchanging positive/ negative feedback.	1	2	3	4	5
4. when increasing awareness of devaluing/discounting oneself/ others and behavior change efforts as appropriate.	1	2	3	4	5
5. when self-evaluating as a result of team feedback.	1	2	3	4	5

B. Briefly react to the Full Value Contract:

_____

_____

_____

_____

C. Other comments, suggestions:

_____

_____

_____

Student -Intern Workplace Feedback Checklist

Participant: _____ Company: _____

Supervisor: _____ Date: _____

A. Respond as appropriate.

Yes	No	
___	___	Student intern maintains regular attendance.
___	___	Student intern provides adequate notice when unable to report to work.
___	___	Student intern complies with reasonable requests.
___	___	Student intern exhibits positive communication skills.
___	___	Student intern understands company rules, regulations and policies.
___	___	Student intern adequately performs the job duties/responsibilities.
___	___	Student intern accepts and performs progressively challenging work activities.
___	___	Student intern is constructively/positively involved in periodic appraisals of performance.
___	___	Student intern demonstrates appropriate skills in interpersonal relations with coworkers, customers and others.
___	___	Student intern is punctual.
___	___	Student intern is cooperative

Comment: _____

B. Circle appropriate ratin

	Very Satisfactory				Not Satisfactory
Work Habits	1	2	3	4	5
Safety Habits	1	2	3	4	5
Work Attendance	1	2	3	4	5
Responsibility	1	2	3	4	5
Initiative	1	2	3	4	5
Appearance	1	2	3	4	5
Job Knowledge & Skills	1	2	3	4	5
Reaction to Authority	1	2	3	4	5

C. In general, how would you describe the overall performance of this employee intern (special strengths, needs, areas for improvement).

_____

_____

_____

D. Comments and recommendations regarding the internship program.

_____ _____

_____

_____

Participant Satisfaction Survey
New Ventures Programs

Name (optional): _____ **Date:** _____

Institution: _____

Directions:

To help us continue to improve the program, please complete the following items as indicated.

A. In general, how satisfied were/are you with workshop activities and program services?

Very Satisfied		Somewhat Satisfied		Not Satisfied
1	2	3	4	5

B. Check those services/activities in which you have participated, and indicate how satisfied you are with each.

____	Very Satisfactory				Not Satisfactory
____ counseling	1	2	3	4	5
____ skill level testing	1	2	3	4	5
____ personal development - self awareness/appraisal	1	2	3	4	5
____ transportation	1	2	3	4	5
____ literacy skills instruction	1	2	3	4	5
____ math	1	2	3	4	5
____ computer literacy	1	2	3	4	5
____ communications	1	2	3	4	5
____ other, specify: _____	1	2	3	4	5
____ workplace skills instruction/training	1	2	3	4	5
____ child care/dependent care	1	2	3	4	5
____ adequacy of skills training for on-the-job experience	1	2	3	4	5
____ internship experience	1	2	3	4	5
____ job search skills	1	2	3	4	5
____ placement skills	1	2	3	4	5
____ case management	1	2	3	4	5

C. a. Which of the activities are most useful to your goals?

_____

_____

b. Which are least useful?

_____

_____

c. If unhappy with the program, are you aware of procedures or steps you can take? Explain:

_____

_____

D. Suggest other activities or services that would enhance your satisfaction with the program.

_____

_____

_____

_____

E. Other comments, suggestions or reactions:

_____

_____

_____

_____

Sample Cover Letter
for
New Ventures Program Participant Follow-Up Survey

Dear

It has been _____ months since your participation in the New Ventures Program. We hope it was a valuable experience for you. we continue to be pleased with the success of New Ventures graduates and would like an update from you as we are interested in what you are currently doing and where you are in relation to your personal goals.

You'll recall that we are seeking to determine why some women succeed in nontraditional jobs - characteristics of and relationships among the individual, environment and programs. We are constantly trying to improve our program to help others like you succeed. The best source of information to do that is you. Your input can help us make some positive changes and highlight some things we're doing right and to correct those that were less successful.

Please take a few minutes to complete the enclosed questionnaire. Your replies to each question are completely confidential. The ID number at the top of the questionnaire is used only to help us determine who we need to recontact to insure returns. If possible, please return the completed survey in the enclosed envelope within the next week. It will provide us with valuable information about our program.

Again, the purpose of the survey is to evaluate our program, not you. None of your comments will be shared.

Thank you,

enclosures

Form H

Participant Follow-up Survey
New Ventures Program

Name (optional): _____ Enrollment Date: _____

Program: _____ Completion Date: _____

Institution: _____

Your current status (check one):

____ recently completed program
____ 3 months (90 days) after program
____ 6 months after program
____ 1 year after program
____ 2 year after program
____ more than 2 years after program

Directions:

To help us continue to improve the program, please complete the following items as indicated.

I. General Information

a. Check the components offered by your New Ventures Program in the 1st column, rank from the most valuable to the least valuable in helping you achieve your goals in the last column, using the codes provided.

_____	Code	Program Component		Code
_____	A	counseling	1	_____
_____	B	skill level assessment	2	_____
_____	C	personal development - self awareness/appraisal	3	_____
_____	D	literacy skills instruction	4	_____
_____	E	workplace skills instruction/training	5	_____
_____	F	transportation	6	_____
_____	G	child care/dependent care	7	_____
_____	H	adequacy of skills training for on-the-job experience	8	_____
_____	I	job search/placement skills	9	_____
		other:	10	_____
_____	J	_____		
_____	K	_____		
_____	L	_____		
_____	M	_____		
_____	N	_____		

PF * b. Which of the New Ventures Program objectives have you achieved?

____ employed
____ continuing education
____ apprenticeship
____ none at this tim (If none at this time, skip to Section V.)

II. Placement

(If employed, respond to the following.)

PF * a. How long did it take you to obtain your first placement?

____ within 3 months or less ____ within a year
____ within 6 months ____ up to 2 years or more

PF * b. Is your current employment

____ directly related to instruction/training of New Ventures Program?
____ non-traditional but not directly related to New Ventures training?
____ traditional, not related to New Ventures program?
____ full-time ____ part-time ____ other

PF * c. Your current job title: _____
Your employer: _____

PF * d. How long with this employe _____ years ____ months ____ weeks

PF * e. What is your hourly wage, including benefits?

____ < $ 4.25 ____ $ 7.01 - $ 8.00 ____ $ 12.01 - $ 15.00
____ $ 4.25 - $ 6.00 ____ $ 8.01 - $ 10.00 ____ >$15.00 per hour
____ $ 6.01 - $ 7.00 ____ $ 10.01 - $ 12.00

PF * f. Benefits received include:

____ health insuranc ____ retirement plan ____ other
____ life insurance ____ disability insurance ____ none/ don't know

III. Continued Education:

(If you have continued education beyond New Ventures, respond to the following.)

PF * a. At what level of education have/are you participating (ed) since completing New Ventures?

____ secondary level ____ postscondary level
____ high school ____ two-year college
____ Vo-Tech center ____ four-year college
____ adult/continuing eduation ____ graduate level

b. Are you planning to continue education beyond current education?

____ Yes ____ Admittance in process ____ Not yet
____ Don't know ____ No plans to do so

c. In what career area are you interested/preparing:

_____

PF * d. Indicate which of the following degrees/diplomas you have earned since completing the New Ventures Program.

____ high school diploma ____ Associate degree
____ GED ____ Bachelor degree
____ postsecondary certificate ____ other (describe) _____
____ none

IV. Apprenticeship

(If in an apprenticeship, respond to the following.)

PF * a. How long did it take you to get this apprenticeship?

____ within 3 months or less ____ within a year
____ within 6 months ____ up to 2 years or more

PF * b. Is your apprenticeship

1) directly related to instruction/training of New Ventures program?
____ Yes ____ No If yes, specify: _____
2) non-traditional but not directly related to New Ventures training?
____ Yes ____ No If yes, specify: _____
3) traditional, not related to New Ventures program?
____ Yes ____ No If yes, specify: _____

PF * c. Your current job title: _____
Your employer: _____

PF * d. What is your hourly wage, including benefits?

____ < $ 4.25 ____ $ 7.01 - $ 8.00 ____ $ 12.01 - $ 15.00
____ $ 4.25 - $ 6.00 ____ $ 8.01 - $ 10.00 ____ >$15.00 per hour
____ $ 6.01 - $ 7.00 ____ $ 10.01 - $ 12.00

PF * e. Benefits received include:

____ health insurance ____ retirement plan ____ other
____ life insurance ____ disability insurance ____ none/ don't know

V. Satisfaction Feedback

(Respond as appropriate)

a. To what extent are you satisfied with your:

	Very Satisfied		Not Satisfied
job	1	2	3
continued education	1	2	3
apprenticeship	1	2	3
achievement of personal long-term goals	1	2	3
achivement of personal short-term goals	1	2	3
sense of self-sufficiency/independence	1	2	3
achievement of long-term career goals	1	2	3
achievement of short-term career goals	1	2	3

b. In what ways has the program made a difference in your life?
(Check all that are appropriate and comment on change/difference)

____ educational/training opportunities: _____
____ employment opportunities: _____
____ financial opportunities: _____
____ personal growth opportunities: _____
____ other: _____

c. Do you feel better about yourself than when you enrolled in the program?

___Yes ____ No ____ Somewhat

Explain:

_____

_____

---

* Required data from each program.

PF Placement profile factors

Form I

Employer Follow-Up Survey

Company: _____ Date: _____

Address/phone: _____

Completed By: _____ Title: _____

Directions: We understand that the individual subsequently named is or was your employee. To help us improve our career preparation program, please respond as appropriate. If this individual is currently employed, respond to sections I, II, III and V. If the individual is no longer employed, please respond to section IV and V only.

Employee name: _____

I. Respond as appropriate.

a) Job title of employee: _____
b) What is the length of employment (years, months, weeks)? _____
d) Does this employee have potential for promotion? _____ Yes _____ No
e) Check all that apply to this position.

_____ Nontraditional _____ Entry level _____ Advanced level
_____ Supervisory _____ Other, specify: _____

II. Check as appropriate.

Yes	No		
___	___	1.	Employee maintains regular attendance.
___	___	2.	Employee provides adequate notice when unable to report to work.
___	___	3.	Employee complies with reasonable requests.
___	___	4.	Employee exhibits positive communication skills.
___	___	5.	Employee understands company rules, regulations and policies.
___	___	6.	Employee adequately performs the job duties/responsibilities.
___	___	7.	Employee accepts and performs progressively challenging work activities.
___	___	8.	Employee is constructively/positively involved in periodic appraisals of performance.
___	___	9.	Employee demonstrates appropriate skills in interpersonal relations with coworkers and others.
___	___	10 a)	Employee has potential for promotion.
___	___	b)	Employee has received a promotion.
___	___	c)	Employee needs additional skills for consideration of promotion.

Explain: _____

_____

III. Circle appropriate rating.

	Very Satisfactory				Not Satisfactory
Work Habits	1	2	3	4	5
Safety Habits	1	2	3	4	5
Work Attendance	1	2	3	4	5
Responsibility	1	2	3	4	5
Initiative	1	2	3	4	5
Appearance	1	2	3	4	5
Job Knowledge & Skills	1	2	3	4	5
Reaction to Authority	1	2	3	4	5
Coorperation	1	2	3	4	5

IV. What is the primary reason this person is no longer in your employ?

_____ Is employed elsewhere
_____ Job eliminated
_____ Other
_____ Not able to perform satisfactorily
_____ Is pursuing advanced education/training

V. a In general, how would you describe the overall preparation of this employee (level of skills, needs, area of improvement).

_____
_____
_____
_____
_____

b In general, how would you describe the overall performance of this employee (strength, needs etc.).

_____
_____
_____
_____
_____

New Ventures Program
Coordinator/Administrator Input Form

Name: _____ Title: _____

Institution: _____

Program Focus: _____

I. a) Rank the success of each program component from the most effective to the least effective using the codes provided.

Codes	Program Component	Rank	Codes
A	Recruitment Services	1	_____
B	Assessement Services	2	_____
C	Individual Interview/Orientation	3	_____
D	Career Challenge Workshop	4	_____
E	Self-development Workshop	5	_____
F	Classroom Training	6	_____
G	Workplace Experiences	7	_____
H	Participant Follow-Up Services	8	_____
I	Employer Follow-Up Services	9	_____
J	Other, specify: _____	10	_____

b) Explain your ranking including identification of strengths/weaknesses and recommendations for improvement:

_____

_____

_____

_____

* II. Indicate the number of participants who have achieved the following outcomes:

*a) _____ Placed in a job

_____ directly related to New Ventures

_____ not related to New Ventures

_____ non-traditional, specify: _____

_____ traditional, specify: _____

_____ other; specify: _____

* b) _____ Continued education/training

_____ postsecondary

_____ adult/continuing

_____ secondary

_____ other; specify: _____

* c) _____ Apprenticeship

_____ directly related to new ventures _____ non-traditional, specify: _____

_____ not related to New Ventures _____ traditional, specify: _____

_____ other; specify: _____

*d) _____ Individual/personal growth/improvement

_____ Social-emotional growth/improvement _____ Career skills upgrade

_____ Realistic career and personal goals set _____ Behavioral changes

_____ Other (Please specify: _____)

* e) _____ None

f) In general, discuss the readiness of participants to capitalize on skills, knowleges and experiences acquired in New Ventures.

_____

_____

_____

_____

_____

III.a) To what extent are the following program processes operationalized in an adequate and efficient manner?

	Neither Adequate Nor Efficient	Not Adequate But Efficient	Adequate, Not Efficient	Adequate, Efficient
Staff development	1	2	3	4
Program development	1	2	3	4
Program cost	1	2	3	4

b) Explain and discuss:

_____

_____

_____

_____

_____

IV. Other comments, recommendations:

_____

_____

_____

_____

_____

* Required data from each program.

CASE STUDY: NEW VENTURES PROGRAM

Participant A
Metropolitan Site
1995-1996

A. Past Experiences/History

1. Parents are separated but has maintained communication with both.

2. Is on own, uses food stamps only.

3. Work history encompasses a variety of jobs including dessert girl in restaurant (1 year), cashier at movies, ticket agent, natural food store (1 year) and was manager (2-3 years); started working as teenager and did so while in school. Salary range was from $10-$11 to $6-$7.

4. At 19 had daughter and graduated from high school.

5. Death of grandmother in 1991 appears to be a critical milestone.

6. Moved out of state, attended a community college to become a physical therapist. This move was motivated by family move to another county while in junior high school (1 of 4 children) which was a happy experience that provided a different perspective.

7. Jobs were left because seasonal, let go, bad hours, school, etc.

B. Present Status/Situation

1. Single parent, 25 years old, living with father in his home and her 6 year-old daughter.

2. Is motivated to complete program and consider it in career decision-making, wants to use learned skills and move on.

3. If not currently in New Ventures, would have to find some kind of job; still interested in physical therapy but is glad program is available to her.

4. At this period of time, has not formulated specific goals. In the short term is anxious for the field experience as she feels confident, more long term perhaps own business if computer repair works out.

5. Greatest achievement/success is daughter.

C. **Environment (New Ventures Program)**

Nontraditional field: Computer Repair Technology and Local Area Network Administration

D. **Relationship Among Past, Present and Environment**

1. Father helps with daughter and all are positive about her endeavor.

2. Been on own and plans to stay that way and to make a career happen, progress/ success through program is a happy/positive experience.

E. **Confirmation of Program Ideal/Success Factors**

1. Program has "opened new doors" and relationships with others; become aware that others in a similar situation.

2. All program components made a contribution - "loved" physical fitness and networking and "could live" with computers.

3. She sees all success factors are dependent on determination to succeed.

F. **Observations (December 18, 1995)**

1. Has not determined her career path, "not sure where want to go."

2. New Ventures is serving as current job, work experience will be decision factor as to real interest in computer repair.

3. Is not yet able to look beyond self to implications of career and education.

G. **Follow-up (March 28, 1996)**

1. Was not able to complete New Ventures as no internship was available.

2. She made suggestions to staff and participated in trying to find a work experience but could not find a situation.

3. Was recruited and is currently enrolled (second week) in an advanced program at site as alternative to gain experience in field.

4. Is also looking for a job related to her training.

5. Enjoyed New Ventures but was very disappointed in not having the work experience. Felt that some accommodation should have been made, felt shunned

once new cycle began.

6. Indicated that she used the "internship time" to help work out personal problems.

H. Observations (March 28, 1996)

1. Continues to show interest in computer repair even without work experience but seems to still be searching for direction.

2. Maintains a positive attitude.

I. Follow-up (June 3, 1996)

1. She has been employed for one month as dispatcher ($10 per hour) at information services. Her coworkers are male. She needed to work and this job incorporates computers and software providing an opportunity to gain experiences.

2. She likes the work although the workday becomes "long."

3. The New Ventures program provided computer knowledge that helped her in obtaining the job. A lasting effect is the desire to continue in a nontraditional role. Women in this role are viewed differently, particularly at the start; but she wants more experience to move ahead.

4. To other New Ventures students, she would advise to stick with the program, go to class, ask questions as understanding will be helpful.

J. Observations (May 30, 1996)

1. She seems to have matured and become more focused since her employment. She seems challenged and eager to be successful in this and future greater potential jobs.

2. She again expressed need for better organization as to scheduling, etc. so that "outside life" is more manageable.

CASE STUDY: NEW VENTURES PROGRAM

Participant B
City Site
1995-1996

A. Past Experiences/History

1. Dislocated worker after 22 years with same company -- Inventory Processor at $11+/hour; a nontraditional job.

2. Other work history includes "fast foods" and greenhouse work (minimal wage) in teen years.

3. Learned about program through JTPA, enrolled a couple months after plant closure.

4. Forty-three years of age, GED.

B. Present Status/Situation

1. Mother of five children, three adults and two teenage daughters.

2. Has seven sisters, one brother, most out of state.

3. If not in New Ventures, would probably be in another training program for nontraditional careers.

4. Goal is to obtain a job until retirement (15± years); main interest is the telephone and recognizes need to continually update skills.

5. Realizes next job will not match wage earned at time of dislocation, but hopes for advancement.

6. Greatest success/achievement identified as good health and devotion to church.

C. Environment (New Ventures Program)

Nontraditional field: Telephone, Cable TV and Security Systems

D. **Relationship among Past, Present and Environment**

1. Shares what is learned with nearby sister.
2. Daughters have opportunity to determine interest in nontraditional work.
3. Past experience is basis for continuing to seek a nontraditional job.

E. **Confirmation of Program Ideal/Success Factors**

1. Confirms importance of all factors with determination to succeed as most critical.
2. Program experienced unplanned changes due to instructor illness.
3. Participants work as a team.
4. The vocational skills component, particularly telephone, was most favored.

F. **Observations (January 8, 1996)**

1. Appears to desire a quick solution to dislocation, a stopgap until early retirement.
2. History of work in nontraditional field impacts perceptions and priorities.
3. Sensed a reluctance to elaborate on components/topics.

G. **Follow-up (March 21, 1996)**

1. Is currently job hunting and sending out resumes for jobs related to her training.
2. She feels that New Ventures has provided opportunities that she did not have before the program.
3. The work experience was totally arranged by the coordinator.
4. The internship was a good experience; she did not feel totally integrated into the workplace and at times felt like an observer.
5. The primary concern with the New Ventures Program were the problems that occurred during the instructor's absence.
6. Her primary immediate goal is finding work in a related field.

H. **Observations (March 21, 1996)**

1. Remains focused on the job hunt.

2. Experience appears to have provided feasible alternatives.

I. **Follow-up (June 3, 1996)**

1. She has been employed since April with a telephone company. For the initial six months of employment she is earning $319 a week without benefits. (If she becomes permanent after six months, benefits will be added.)

2. Currently she commutes 1 1/2 hours one-way for this job; and says she "loves the job."

3. She feels that her personal skills were critical to becoming employed and not necessarily because of New Ventures. The most beneficial part of the program was the telephone.

4. Her advice to New Venture participants is to "get what you can as it'll be handy, pay attention to details."

J. **Observations (June 3, 1996)**

1. As a dislocated worker, she was able to compromise at this time in exchange for future rewards. She attained her goal of employment in a situation with potential.

2. She enjoyed the program and is happy that she participated.

CASE STUDY: NEW VENTURES PROGRAM

Participant C
City Site
1995-1996

A. Past Experiences/History

1. Single 40-year old parent, divorced, 11 year-old son.

2. Sister and mother live nearby.

3. High school graduate plus sporadic training course.

4. Has extensive employment history at one company prior to being laid-off--16 years; desk-top publisher at a salary of $13+ per hour.

5. Following layoff, took available jobs ($6± per hour) and unemployment insurance.

6. Saw New Ventures ad while working as receptionist for a local doctor, and given the negative work situation, left to enroll in program.

B. Present Status/Situation

1. Lives with son as single parent, mother/sister and friends help with child care when needed; although skeptical initially, family supports her endeavor.

2. New Ventures offered an opportunity to pursue an interest that was developed through friend -- motorcycle/engine repair, working with hands and machinery.

3. If not currently in New Ventures would probably still be the doctor's receptionist ($8 per hour) and looking for a different job to "get out" of that situation.

4. Has specific goal of a job at a particular local employer that is located within minutes of home; will have work experience there and wants to perform so that she'll be hired; long-term -- wants to become a skilled machinist.

5. Greatest success/achievement to date identified as a positive outlook on life, a drive to succeed and a good son.

6. Support of family and friends is positive and necessary to her completion of the program.

C. Environment (New Ventures Program)

Nontraditional field: Computer-Assisted Manufacturing/Machine Tool Technology

D. **Relationship among Past, Present and Environment**

1. Sees program as opportunity for a job in a field with potential, satisfied to start over ($8±) and work for promotion with a local employer.

2. Support by family/friends meshes with opportunity of New Ventures to put career back on track after setback of being fired.

E. **Confirmation of Program Ideal/Success Factors**

1. Believes that an individual's determination is basic to any success; all other factors are incidental.

2. Because of work history, she did not personally require job-search skills, but appreciates the support available; important to women lacking job experience and all program components were "nice."

3. Teachers/staff provide a comfortable environment within which to learn, suggested more careful selection of topics in math.

4. Participants became a group and continue to help and support one another.

5. Prefers to solve problems on own as can't learn if "teachers do it for me."

F. **Observations (December 19, 1995)**

1. Work history impacts perceptions -- wants to learn all about the machines used at work experience site, would not leave a job in which she was unhappy until had a "legitimate reason" (New Ventures).

2. Is willing to start at a lesser salary and earn promotions.

3. Projects a positive and realistic perception of her situation and is taking action to enhance her chances to achieve her goal.

G. **Follow-up (March 21, 1996)**

1. Is currently in a state of limbo; internship was successful and was offered position at end of January but hiring has not yet taken place. Person she was to replace has not been promoted.

2. Job site experience was exciting; she was well-trained (by person she was to replace) and learned "a lot." She was doing the job she wanted and felt very much an integral part of the workplace.

3. She participated in selection of workplace by suggesting it to coordinator who then set it up.

4. She suggests that the New Ventures CNC curriculum spend less time on programming and more hands-on with a greater variety of tools. She was faced with a number of tools, etc. with which she was not familiar. However, she found it to be a great program, beneficial to a number of people.

5. Home and family relationships have not changed and remain okay.

6. She believes that her next steps must be job-hunting in the very near future.

H. Observations (March 21, 1996)

1. She is frustrated with the situation of having been offered but not hired for the job she was trained for; and with other plant closures in the area.

2. Maintains a sense of realism and some optimism.

I. Follow-up (June 3, 1996)

1. She has been employed since mid-April at an alternative corporation; full-time $6.50 per hour plus a full benefit package.

2. Her employer is not the site where she had interned and been offered (but not hired) a job. She is disappointed with her wage level but the benefits available to her and her family was the deciding factor. The job is in her home area.

3. She likes her job and her work with computers. She feels that this is not a good time to be job hunting in this area--timing was off!

4. To other New Venture participants, she advises that the math will be helpful, and that "you get out of it what you put in it."

J. Observations (June 3, 1996)

1. She had to pursue an alternative course and although disappointed about her intern site outcome, she maintains an objective perspective and hopeful for the future.

2. She has a sense of "making more than when she wasn't working" but disappointed in her wage level. She compromised for the road to independence and self-confidence.

CASE STUDY: NEW VENTURES PROGRAM

Participant D
Suburban Site
1995-1996

A. Past Experiences/History

1. Father (deceased) was welder, helped/worked with father on cars, welding, hunting.

2. Did not marry daughter's father, married son's father which is in final divorce proceedings. Both fathers had alcohol dependency.

3. Dropped out of high school (pregnant with daughter); completed GED after daughter's birth.

4. Work history - a variety of jobs, each held less than one year: cashier (fast food), bagger (grocery stores), flyer inserter (newspaper - 9 p.m. - 4 a.m. shift), cable winder/soldering (local company).

5. Had to find a job (Social Services); lack of skills forced her into low paying (fast food, $4.50/hour; newspaper, $6/hour; child care, $3/hour); gained approval for New Ventures training and child care opportunity was deciding factor in her favor.

6. Previously husband was not supportive and would not take responsibility for family (she waitressed to pay bills, he bought $300 motorcycle); were working at different purposes.

B. Present Status/Situation

1. In final stages of divorce, lives as single mother with boy friend who is supportive and helpful.

2. Two children: Daughter, age 10, grade 4 (held back at mother's request)
   Son, age 4, attends BOCES Day Care

3. Receives Social Service support (7 of 10 years), wants a job with some future, and a living wage to care for her children and hopes to stay off welfare.

4. New Ventures offered an opportunity to upgrade computer skills, gain experience and access quality child care.

5. If not currently in New Ventures, would probably be working at a fast food or

grocery store earning minimal wage and depressed about life; has given her something to get up for.

6. Although at this time, she hasn't formulated a specific goal but has established a sense of direction.

7. Greatest success/achievement to date identified as completing the GED. "Gee, I've done it" attitude.

8. Support at home currently reinforces and supports.

C. **Environment (New Ventures Program)**

Nontraditional field: Computer-Assisted Manufacturing/Machine Tool Technology

D. **Relationship Among Past, Present and Environment**

1. Sees computer background as job alternative; will provide a skill level that is required for most jobs.

2. Looks to New Ventures as vehicle to a job in which she'll be happy and earn a living wage.

3. Can deal better with family because she's more upbeat; first time heard mother proudly sharing what she's doing with others.

4. She now feels determined and is less likely to "let others walk over her"; is excited and takes hammer home to share, uses computer to design awards for her children.

5. Would travel to a job as long as transportation was available but is not ready to actually move from area.

E. **Confirmation of Program Ideal/Success Factors**

1. Confirms importance of computer skill-building, father had a computer and liked it, is currently thrilled at what she can do and shares it with boyfriend and children.

2. Program experience has increased confidence/self-esteem and helped eliminate depression; has hope now.

3. Wellness component has been very helpful (CPR, etc.) as has other incidental information from other components (resume, portfolio, etc.).

4. A sense of cooperation, working together in program (will "hate to see it end").

5. Indicated that all client-success factors contribute in some way; getting more from program than expected; day is long but fun.

F. **Observations** (December 5, 1995)

1. As a child appears to have related to father more than to mother; wonder about her decision making had father lived; a cautious relationship with mother.

2. Assumes responsibility for her situation; does not place "blame" externally but has realistically assessed her situation and is seeking what appears to be the currently best available alternative. Her forms/scales confirm this.

3. Appears capable and interested in learning, and is having fun doing it.

G. **Follow-up (March 21, 1996)**

1. She did not complete New Ventures due to child care problems; left just prior to the work experience.

2. Is trying to arrange for day care but remains unemployed; will begin job search once child care settled.

3. She liked the program and was disappointed that it did not work out; may see if there is any way to complete.

4. Her next step is the job hunt as soon as possible.

H. **Observations (March 21, 1996)**

1. She appeared discouraged and not particularly upbeat about "what's next."

2. She did not express any great interest in pursuing a job in a field related to training.

I. **Follow-up (May 30, 1996)**

1. She was able to settle her child care problem within a minimal time period; returned and completed program.

2. Began employment at local machine and tool company on day of follow-up.

$7.50 per hour starting full-time. Receives only Transitional Child Care support for her two children.

3. She credits New Ventures with her growing independence, newly-found self-confidence and desire to "keep trying." She plans to continue learning with future goals of upgrading.

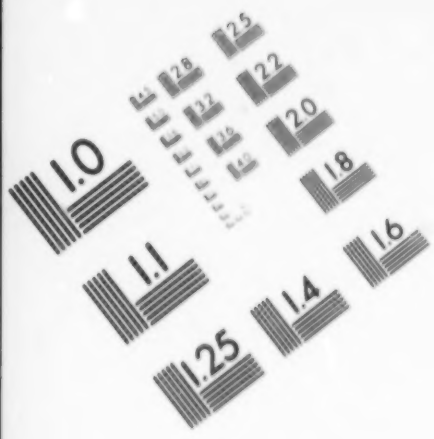
4. Four other New Venture completers are employed at the same site which eases the transition into the nontraditional role.

5. To other New Venture enrollees she'd say "Hang in there; it's worth it."

J. Observations (May 30, 1996)

1. She has demonstrated her will and her independence by overcoming an unforeseen obstacle, completing the program and becoming employed.

2. Her background coupled with her personal readiness/growth should help her succeed in a nontraditional role.



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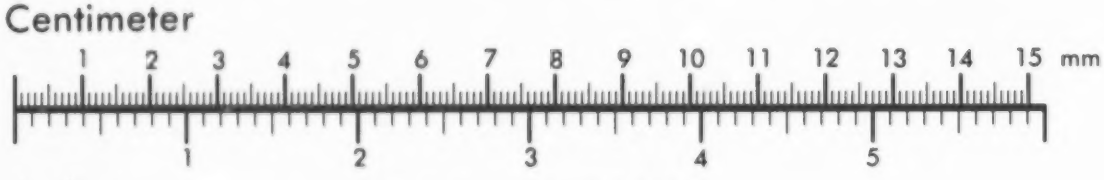

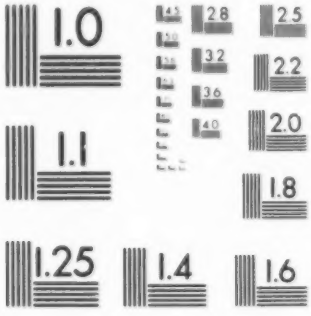

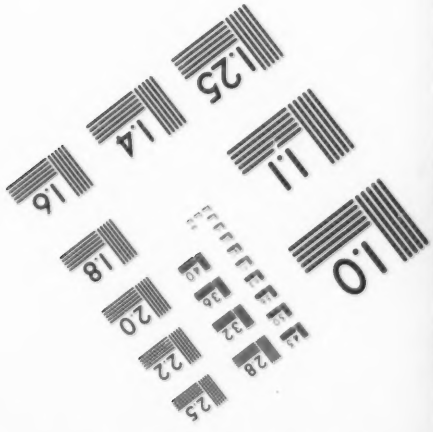

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CASE STUDY: NEW VENTURES PROGRAM

Participant E
Suburban Site
1995-1996

A. Past Experiences/History

1. High school graduate, moved to south, married young.
2. Divorced, moved back North.
3. Held a variety of minimal wage jobs (cleaning-night job; cashier at Wegmans' [$5/hour], etc.).
4. Left jobs due to lack of child care, cost of sitter, son's illness, and sense of dead-end; no room for advancement - "not going anywhere."
5. Learned of program from friend, long-time interest but not possible to enroll until now.
6. Both parents have/had own small business.

B. Present Status/Situation

1. Two children - 9 and 6 year olds.
2. Lives with father who is truck driver.
3. Child support/AFDC, public assistance.
4. If not currently in New Ventures, at home on assistance as doesn't want to work at jobs for which qualified.
5. Long-term goal - work out of home on contractual basis (keep books, edit, etc.); short-term goal - being hired at local agency after upcoming internship ($9-$10/hour and benefits).
6. Greatest success/achievement identified as "haven't done it yet" -- perhaps the sense of achievement when program is completed.
7. Thirty-two years of age.

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C. **Environment (New Ventures Program)**

Nontraditional field: Introduction to Computer-Based Technology

D. **Relationship among Past, Present and Environment**

1. Father did not support participation in program ("something else you won't finish") until saw benefit--knowledge/skill about computers.

2. Home situation has improved, father lends use of car.

3. More friends now; and children also have friends.

4. New Ventures group is small but learned how to get along and profited from one-to-one opportunities in program.

E. **Confirmation of Program Ideal/Success Factors**

1. Was not able to see value of some components (basic math details, wellness frequency, etc.); also felt some (ropes course) should be more accommodating to skills and individual differences.

2. Requested opportunity to update keyboarding skills as part of program, perhaps tutorial, self-teaching materials, etc.

3. Identified sense of achievement as most critical success factor although all are important.

F. **Observations (January 8, 1996)**

1. Completing program is important, perhaps because of father. Emphasized that this will be first thing she ever undertook and finished.

2. Goals appear to be "in flux," computer skills required for any job and sees program as ticket to employment.

3. Successful experience might prove to be turning point in her life.

G. **Follow-up (April 2, 1996)**

1. Was employed in a temporary job that is no longer available, but is waiting to hear about a long-term job by the same employer; is currently unemployed.

2. She is also continuing her job search elsewhere as she waits to hear.

3. Work experience was adequate as it helped her determine what she wants to do. She initiated/suggested the worksite and the program coordinator did the necessary follow-up.

4. As a result of the New Ventures Program, she feels more competent and confident. Home/family relationships remain the same.

5. She recommended two items for the New Ventures Program: do schedule of all events/activities ahead of time, and provide focus on computer networks which show increased use.

H. **Observations (April 2, 1996)**

1. She achieved one immediate goal: program completion.

2. Her home location (rural, few employment sources) has important implications to her job search and quality of success.

I. **Follow-up (May 30, 1996)**

1. Her current status finds her preparing for her move to a western state by the end of June.

2. She has not been employed but has inquired about potential jobs in future home area. Because of the need there for individuals with computer knowledge she is encouraged.

3. Her advice to beginning participants in New Ventures is to "stick with the program" even though it can be aggravating, staying with it will be beneficial.

J. **Observations (May 30, 1996)**

1. She is upbeat and hopeful about her future. She credits New Ventures with knowledge that's usable in every day circumstances as well as in the job market.

2. She apparently is looking forward to her move and another chance for employment success.

CASE STUDY: NEW VENTURES PROGRAM

Participant F
Rural Site
1995-1996

A. Past Experiences/History

1. Single 33 year-old parent, separated; 18 years together - 13 married.
2. During that time financially dependent on abusive mate.
3. Until recently held part-time jobs when so chose (cashier, stacker, etc.). Has been working part time at Fine Post Office for past three years.
4. Two daughters, ages 9 and 12.
5. Comes from family of 13, close knit, sisters nearby.
6. Responded to New Ventures ad but wasn't sure about computers, decided to upgrade skills as another alternative.

B. Present Status/Situation

1. Raising daughters as single parent with minimal support from Social Services.
2. Currently working part-time at post office and has applied or the Postmaster position upon retirement of current Postmaster--who is her mentor.
3. Most valuable outcomes of New Ventures thus far are increased self-esteem/ confidence, ability to solve problems and apply what learned from New Ventures group interaction to personal situation--New Ventures group deals with life.
4. Credits program with giving her new-found strength and confidence--others notice the change.
5. Greatest achievement to date identified as her children--who are being raised to be independent women.
6. Has primary goal of having her life on an even-keel, being healthy-minded, emotionally strong and able to handle all situations. Immediate goal is the local postmaster position.
7. If not in New Ventures would not have advanced beyond previous negative stage and would be continuing part-time job.

C. **Environment (New Ventures Program)**

Nontraditional field: Introduction to Computer Technology

D. **Relationship among Past, Present and Environment**

1. Participation in program, particularly group activities, has served to improve her quality of life, how she interacts with others and how she solves life's problems.

2. Is able to assess situations and identify alternatives because of support from program; program put life in perspective.

E. **Confirmation of Program Ideal/Success Factors**

1. All factors were identified as important; success dependent on stage of life and its particular needs.

2. The New Ventures environment provided the opportunity to face and talk about domestic violence, to bring forth personal strength, and learning not to over-react.

3. Challenge Week was the stimulus for progress and a sense of well-being as well as fun.

F. **Observations (January 25, 1996)**

1. Appears to have found an inner strength and a sense of competence that has facilitated a rapid spurt of maturity.

2. Her short-term goal (federal position) will provide a comfortable lifestyle although she has learned to cope with a minimal income and is ready to consider other alternatives should preferred job not materialize (move, sell house, etc.).

3. Projects a positive, healthy and realistic outlook on her future.

G. **Follow-up (March 21, 1996)**

1. She was in final days of the New Ventures workplace experience (receptionist in doctor's office), and awaiting word regarding federal position.

2. She indicated that the work experience was "great" and was "doing very well"; has done typing, phone, filing system and billing on computer; "this type of work has promise!".

3. The site was her own doing; she has been fully integrated into office and works

on own unless needs direction.

4. She feels that New Ventures is excellent; the only suggestion was for some communication from staff with the work site as she was mistaken for "workfare" or welfare reform.

5. The family ties remain strong although her children are "tiring of her schedule."

6. Her immediate goal is to obtain a job that pays well.

H. Observations (March 21, 1996)

1. The New Ventures experience has opened the doors on another career direction.

2. She is realistic and thoughtful about next steps and how to deal with job procurement.

I. Follow-up (June 3, 1996)

1. She is in the final round (3) of interviewing for the federal position (potential - $14 per hour). She found the experiences of New Ventures (including the discussions with evaluators) as most useful to the interview situation. Feedback to her interview performance has been positive. She felt relaxed, they joked and inquired about New Ventures.

2. To help prepare for an alternative job direction should it become necessary, she is taking a Medical Terminology Certificate program. Currently she is continuing part-time on a temporary basis at the doctor's office in which she interned.

3. She firmly believes that she would not have experienced the progress of personal growth as rapidly without the program.

4. Her advice to New Ventures participants is to "take it to the fullest"--depends on individual and situation.

J. Observations (June 3, 1996)

1. She has taken charge of her life and is pursuing two career paths. She admits she'll be disappointed if the postal job is not hers but she'll remain hopeful about the medical alternative.

2. She is an excellent example of the critical nature of factors (maturity, readiness, etc.) to success; she'll adjust and move forward whichever job she undertakes.

TIP SHEET
(New Ventures Model)

Major Program Success Criterion: Employment

Establishing Linkages: (critical to program success)

1. Contact appropriate individuals in organization for feedback on employment situations in order to make an informed choice for skill component(s).

2. Develop strong advisory boards--source for internships, jobs, employable curriculum, etc. Employer involvement throughout program is vital.

3. Develop strong positive relationship with **administrators** and others who will be involved in program **components.**

4. Use high profile public relations and advertising for program (also on an ongoing basis): meetings, radio, television, news, posters, and on-line.

5. Maintain good public relationships with CBO's, Social Services and other employment training agencies.

6. Be aware of funding requirements and deadlines.

Tips for Administrators:

1. Understand the complexity of the model

2. Choose a skilled compatible skills instructor; vocational planner essential

3. Administrators must maintain positive relations with coordinators

4. Administrator must maintain relationship and regular communication with funding source; fulfill all requirements/reports on time

5. Staff development - necessary to keep staff trained/upgraded

6. Well-equipped shop or lab; area of training must have employment potential; may necessitate upgrading/investment in equipment; availability of costs/support

7. Staff development--facilitate shared program philosophy; program components especially effective when people doing components are well-tuned into the program and team

8. Have dedicated space or a "home" for the **program**

9. Be prepared for **staff** changes; have contingency plan for possible departures; anticipate long-term/short-term problems; more than one staff member must know program

10. Computer literacy training is a "must" component

Tips for Coordinator and Team:

1. A committed skills instructor who ideally participates in Challenge; should be included in some way with the group support process

2. Public relations between facilitators of the components to blend personalities and facilitate coordination

3. A need to be visionaries

4. All must be in a placement mode from the start; must understand goal: jobs, jobs, jobs; employment is it for outcome-based funding

5. Know the nontraditional field; choose a skill that has employment possibilities; develop a strong advisory board; local job market is critical in determining skill area

6. Coordinator must oversee all components

7. Coordinator must be aware of budget flow, know business office procedures, and be fiscally informed

8. Develop and use a planned calendar of classes and activities--time, places, dates; a monthly calendar

9. Obtain release of information from students upfront

10. Maintain a balance of people and accomplishments

11. Advertise broadly to recruit and inform; maintain positive public relations

12. Coordinator needs to be informed in nontraditional careers/jobs

13. Coordinator needs to have counseling skills

14. Develop list of all possible "component" instructors; coordinate needs to pull all components together for continuing feedback (informal--whenever necessary; formal feedback--debriefing/regular meetings of instructors; compare notes, exchange, etc. - at least once a month)

15. Recruitment - hold initial orientation program before intake

16. All components are necessary, **but with flexibility**

17. Internships: start early; gear everything toward internship: develop goals, develop portfolio, develop process for actual interview for internship, etc. Focus: Internship which in turn leads to job; focus starts with Challenge Week

18. Follow-up: Schedule meeting for post-program (one month after program) to check in with everyone; get group together informally to find out where everyone is--Schedule follow-up for three months via letter, phone call, postcard.

19. **Recognition for completion of program**: recognize at site GED graduation; or have own celebration

20. **Bring back graduates as role models** for discussion, presentation

21. Staff development to maintain coordinator's link with instruction - use group process; upgraded skills in technology

22. A holistic approach to achieve outcomes of job placement and retention; includes the foundation of Challenge Week followed by a **continuing** group support for the goal setting process that each of the participants do in relation to getting and keeping a job

23. Assessment is extremely important; program is not for everyone so it's "okay" not to accept all applicants

24. Develop new and innovative recruitment; allow other agencies to help recruit

P. Zhao, V./L. Fadale, June 1996